DOCUMENT RESUME

ED 149 307 CS 003 881

TITLE	The Media Specialist and The Reading Program.
INSTITUTION	Florida State Dept. of Education, Tallahassee. Right to Read.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Right to Read Program.
PUB DATE	[76]
NOTE	93p.; Several pages may not reproduce well due to light type
EDRS PRICE	MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS	*Audiovisual Centers; *Educational Resources; Elementary Secondary Education; Inservice Teacher Education; Management; *Media Specialists; Middle Schools; Parent Participation; *Program Planning; *Reading Programs; School Community Relationship; *Teacher Workshops
IDENTIFIERS	Right to Read

ABSTRACT

This publication offers suggestions for conducting in-service teachers' workshops in which participants explore the relationship between the media specialist and the reading program. The first section describes procedures for effective workshop planning; other sections provide suggestions for teaching about the reading process and the reading program, the media specialist's role in planning the reading program, motivating the teacher and the student to use the media center, media-center management, and community relations. Each section describes possible workshop topics, outlines strategies for presenting them, and lists related resources. The publication includes a number of materials of practical use to reading teachers and media specialists, including media-center handbooks designed for teachers and students in a middle school and a handbook of learning activities for parents to use at home with their young children. (GW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED149307

THE MEDIA SPECIALIST

AND

THE READING PROGRAM

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

State of Florida
Department of Education
Tallahassee, Florida
Ralph D. Turlington, Commissioner

An Equal Opportunity Employer

For further information contact:

Florida Right to Read
Early Childhood and Elementary Education
Bureau of Curriculum Services
Florida Department of Education
Knott Building
Tallahassee, Florida 32304
(904) 488-6046 or (904) 488-6769

CS 003 287

TABLE OF CONTENTS

Introduction 1

Section One: WORKSHOP PLANNING OR WHAT TO DO BEFORE THE PARTICIPANTS ARRIVE 3

Section Two: READING PROCESS AND PROGRAMS 12

Section Three: THE MEDIA SPECIALIST'S ROLE IN PLANNING THE READING PROGRAM 38

Section Four: MOTIVATING THE TEACHER AND THE STUDENT TO USE THE MEDIA CENTER 49

Section Five: MANAGEMENT 74

Section Six: COMMUNITY RELATIONS 80

INTRODUCTION

Media Programs: District and School, a new set of guidelines recently published by the American Association of School Librarians and the Association for Educational Communications and Technology, describes the role of the media specialist much more broadly than the role has been defined in the past.

"Media professionals work with teachers to develop and implement curriculum design, and they monitor many curricular activities of students. Increasingly, media personnel manage activities such as automated learning sequences, independent studies, graphics and film production, visual literacy programs, and seminars and other small group activities formerly associated largely with the classroom." (page 6)

In this context, media specialists should not just provide support services - books and activities - but they should also actively participate in curriculum development and implementation. Nowhere is this active participation more important than in the media specialist's role in the reading program. Media specialists are not only responsible for providing reading materials which are appropriate for the reading levels of the students, but they also should be involved in providing teachers with information about resources and materials which can be used for planning activities in the classroom. In working directly with students, media specialists can help in the diagnosis of reading problems, and in providing a rich environment for reading in the media center. Media professionals can help insure that students will see reading as a pleasant and productive activity.

The Florida Department of Education and the Florida Right to Read Effort have produced this Media Specialist Workshop Guideline Packet to be used by anyone who is responsible for conducting inservice training which explores the relationship between the media specialist and the reading program. It is hoped that the packet can be used in planning a one-hour session as well as a two or three day workshop. In either case, the purpose of the packet is not to dictate the content, activities, or resources to be used. Instead, these guidelines are designed to provide a convenient starting point which can give those responsible for developing training sessions some ideas about topics, strategies, and materials which might be useful. Training leaders and

consultants are encouraged to use this material to stimulate their own thinking, and to substitute their own strategies and resources when they find them to be more useful or effective.

A few words of advice are appropriate at this point. Remember that inservice training is designed to meet the day-to-day needs of practitioners. Most participants in inservice training will be interested in material which has immediate practical value for them rather than in highly theoretical subject matter. Theory, then, should be presented through demonstrations of its practical implications.

Inservice training should be designed so that the participants become actively involved in the learning process. Teaching methods should emphasize practical hands-on experience over lectures. Rather than telling participants about material which might be useful to them, demonstrate it and then let them try it out themselves. An idea that has actually been used in a training session and found to be successful is likely to find its way into the media specialists' practice.

Format: The first section of this packet is concerned with workshop planning. It contains suggestions about designing workshops so that they run smoothly and effectively. The last five sections cover broad subject areas. Each of these subject areas is introduced with a brief discussion of its importance for the media specialist and the objectives for covering it in a workshop. After the introduction, specific topics in the broad subject area are discussed and activities which can be used in covering these subjects are explained. When a resource is particularly valuable for one of these activities, it is mentioned in the text. More general resources for each subject area are compiled at the end of the subject section.

SECTION ONE: WORKSHOP PLANNING OR WHAT TO DO BEFORE THE PARTICIPANTS ARRIVE

INTRODUCTION

Workshops can fail long before the first participant sets foot inside the door. Good workshops are the result of good planning. On the simplest level, good planning means that arrangements have been made for proper facilities and equipment: coffee and snacks have been provided for breaks; and that the registration desk (if there is one) has been properly manned.

On a more complex level, good planning means that the session leader has developed a program that has the proper content, uses appropriate methods, and fits into the allotted time.

For larger workshops, a third level of complexity exists. On this most complex level, good planning means that a schedule which uses an appropriate sequence of topics has been established and that the work of the session leaders has been coordinated so that the topics of each session are interrelated but not duplicated.

This section describes some methods for helping to insure that an in-service training project will be well-planned.

TOPICS

Needs Assessment

The result of a needs assessment can be extremely valuable in planning inservice training. If the training consists of a series of short sessions planned and operated on the local level, a needs assessment should be administered before the series is planned. If a single, longer workshop is being planned, an attempt should be made to administer the needs assessment a few weeks in advance of the workshop. For example, the participants can be asked to fill out the needs assessment when they fill out their pre-registration forms. Even if the assessment cannot be made until the beginning of the workshop, the information it yields can still be useful in refining the sessions of the workshop. For instance, if a needs assessment made at the beginning of a workshop shows that the participants are particularly interested in learning about a subject which the leaders had planned to discuss very briefly, the leaders may want to expand the time they spend on this subject. The assessment which is made at the beginning of a workshop can also be used for planning any future activities. An example of a possible needs assessment form follows.

THE ASSESSMENT FORM

In order to plan inservice training that will best meet your needs, we need the following information:

1. What is the name of your school district?_____

2. What is the level of the school at which you work? (Circle letter)

   A. Elementary school

   B. Middle school or junior high school

   C. Secondary school

3. What is your position? (Circle letter or specify)

   A. Media Specialist

   B. Other (please specify)_____

4. How long have you worked in this field? _____years

5. Have you ever attended a Right to Read Workshop before? (Circle letter)

   A. Yes

   B. No

   If your answer is yes, please tell us where and when

   _____ _____
   (place) (date)

6. Please check the three topics you would be most interested in studying in inservice training.

   _____ Determining student reading levels and appropriate reading materials for each level.

   _____ Recognizing reading deficiencies in students.

   _____ Different types of reading programs and their implications for the media center.

_____ Approaches to planning reading activities in the school media center.

_____ Instruction in media skills and its relation to the reading program.

_____ Creative media activities (e.g., storytelling, puppetry, dramatic presentations) and the reading program.

_____ Media production and the reading program.

_____ Making the media center an "in" place for students and teachers.

_____ Management techniques (e.g., scheduling techniques, time-and-motion studies).

_____ Publicizing the media center including working with the mass media.

_____ Working with community groups.

_____ Working with parents.

_____ Other (please specify)_____

_____

"Nuts and Bolts" Planning

The importance of establishing a good learning environment for an inservice training session is so obvious that it is sometimes overlooked. Clearly, holding a workshop for forty participants in a room designed for twenty is distracting. Likewise, if participants find registration to be a frustrating experience, they will probably not be in the best of moods for the rest of the workshop. The "nuts and bolts" planning of a program is that planning which insures that proper facilities are available, that needed equipment is on-hand and that necessary support personnel (e.g., people to man the registration desks) know what to do and how to do it.

When an inservice training activity is being planned on a local level and is going to be led by a local leader, the leader will often take the responsibility for making the arrangements for needed facilities, equipment, and personnel. When outside consultants are being brought in to lead the activity, a local contact person must take responsibility for making these arrangements. In either case, it is useful to make a checklist of arrangements that need to be made. An example of such a checklist follows.

LOCAL ARRANGEMENT CHECKLIST

Facilities

____ Room reserved

Specifications for room

____ Seating capacity _____

____ Room can be darkened for A/V presentations

____ Other: _____

____ Room has adult-sized furniture or arrangements for furniture has been made.

____ Room has A/V screens and arrangements for screens have been made.

Equipment:

The following equipment reserved and in operational condition.

____ _____

____ _____

____ _____

____ _____

Registration:

____ Registration personnel chosen and trained.

____ Name tags.

____ Registration and inservice forms prepared and on-hand.

Preparations for breaks:

____ Arrangements for coffee made.

____ Arrangements for snacks made.

Planning the Session

The planning of the training session itself is the responsibility of the session leader--whether that leader is local or is an outside consultant. Although leading an inservice training session is a teaching activity, the specialized subject matter and the limited time of inservice training calls for the leader to be exceedingly well organized. Here are some considerations which should be taken into account when planning the workshop.

1. Leaders should be thoroughly familiar with their subject.

2. Leaders should use their knowledge of the potential audience in preparing their presentation. Different techniques will be more successful with some types of audiences than with others.

3. If the leaders' session is part of a larger training program (a workshop or a series of sessions), their topic should be tied into the overall theme of the larger program.

4. Leaders' teaching techniques should be varied and should encourage the active involvement of the participants.

5. The presentation should begin and end on time.

6. If other leaders are involved in the program, care should be taken that duplication does not occur.

7. Leaders should prepare any handouts or other materials they need.

8. Leaders should inform the local contact people of all the facilities and equipment that they need.

Coordination

When an agency puts on a large workshop (two or three days long), several different consultants may be involved. At this time, coordination of the presentations is very important; the different topics of the workshop need to be presented so that they relate to each other but do not overlap to the point of repetitious duplication. The agency which sponsors the workshop is responsible for providing coordination, but there are at least two techniques by which this level of planning can be accomplished.

The first technique is for one member of the agency staff to take responsibility for the workshop. This staff member contacts and hires the session leaders, and if necessary, finds a local contact person to make arrangements on the local level. During the workshop planning period, the agency representative monitors the session leaders' planning efforts, keeps the leaders on the topic the agency wants them to cover, and informs each of the session leaders about the methods which the other leaders are planning to use. It is important when using this technique of coordination that a single agency representative provides the coordinating action. As soon as the coordination

responsibility falls to more than one member of the agency staff, misunderstandings and duplication of efforts become possible.

A second technique that an agency can use to coordinate its workshop is to appoint one session leader to head the workshop team. After making sure that this leader has a thorough understanding of what the agency wants, and knows who the local contact person and the session leaders are, the agency turns over complete responsibility for the coordinating effort to that person. This technique has several potential advantages. It insures that the coordinator will be on hand for the workshop and it guarantees that each session leader will know at least one other session leader before they arrive at the workshop. Using this technique also provides a coordinator who knows the problems and difficulties of leading a workshop session.

The Agenda

Planning the agenda is one of the most important ways of providing coordination. An agenda which is erratic and non-sequential, or which makes sessions too long or too short to cover a particular topic can destroy the good effects of even the best internal session planning.

Each workshop should have its own agenda, but a typical agenda might look as follows:

AGENDA FOR A TWO DAY WORKSHOP

First Day

8:30 - 9:00	Registration
9:00 - 9:15	Overview of Workshop
9:15 - 10:30	First Meeting
10:30 - 10:45	BREAK
10:45 - 12:00	Second Meeting
12:00 - 1:00	LUNCH
1:00 - 2:30	Third Meeting
2:30 - 2:45	BREAK
2:45 - 4:00	Fourth Meeting

Second Day

9:00 - 9:15	Overview of the day
9:15 - 10:30	First Meeting
10:30 - 10:45	BREAK
10:45 - 12:00	Second Meeting
12:00 - 1:00	LUNCH
1:00 - 2:30	Third Meeting
2:30 - 2:45	BREAK
2:45 - 4:00	Summary and Summary Activity

In preparing the agenda, there are several things to remember.

1. Allow plenty of time for interaction between the participants of the workshop. Breaks and lunch period are important parts of the agenda because they allow workshop participants to communicate among themselves about the ideas that have been presented.

2. Plan the agenda so that sessions dealing with theoretical subjects are interspersed with those dealing with more practical material.

3. Sessions should not last more than two hours.

4. Once the agenda is set, it should be followed precisely. Nothing makes a workshop look more disorganized than when it starts and finishes later than scheduled.

Planning inservice training activities is a complex and sometimes difficult activity. As session leaders or workshop planners gain experience, they will learn a good many short cuts and tricks of the trade. We have only scratched the surface of workshop planning in this section, but it is hoped that this information will be useful to those who are beginners in workshop planning.

SECTION TWO: READING PROCESS AND PROGRAMS

INTRODUCTION

The few hours that media specialists spend in inservice training will not turn them into experts on reading, but it can make them more knowledgeable about the process of reading and the techniques which one uses in teaching reading. A better understanding of the reading process will help media specialists provide a media center program which is geared toward the needs of the students. Thus, the objectives of discussing reading processes and programs in training sessions for media specialists should be:

1. To explain the reading process and the teaching of reading in such a way as to make media specialists more supportive of the reading programs.

2. To explain what kind of support teachers expect from the media center and media specialists.

3. To provide techniques by which the media specialists can take an active role in the reading program.

TOPICS AND STRATEGIES

Introducing the Reading Process

One of the greatest challenges in discussing reading with media specialists is to get the media specialists to see the obstacles involved in learning to read. Most media specialists, like other educators, have been reading for many years, and their memories of learning to read are clouded by the intervening time. To them, learning to read may seem to simply be a natural process that occurs to most children at the age of six. Thus, if the session leaders or consultants can show the media specialists the complexities and frustrations of learning to read, they may well capture the specialists' attention for the rest of their presentation. The two activities listed below may be useful:

Strategy 1: In Paul McKee's A Primer for Parents (Boston: Houghton Mifflin, 1972) pictures illustrate a story told using unfamiliar letter symbols. Ask the participants to read the story and they will quickly understand the frustration faced by non-readers in learning to read. From this activity, it is possible to lead the participants into a discussion of reading readiness and basic reading skills.

Strategy 2: Copy a page from a highly technical scientific journal. After pointing out that the media specialists at the workshop probably all consider themselves to be literate, pass out the copies of the page and ask them to read it. Then ask them three or four comprehension questions. From this activity, the discussion can be led to the concepts of readiness and basic reading skills.

the adult education effort of the school should meet the needs and interests of adults. An adult education student may well be insulted and "turned off" if the media specialist offers him materials which are meant for children.

Strategy 1: Divide the participants into groups by school level (i.e. elementary, middle school, and high school). Ask the groups to discuss the reading activities that are carried out at their level of schooling. Encourage the participants to discuss special features of the reading programs in their own schools, and ask them to discuss the types of materials that can supplement these programs.

Strategy 2: Ask the participants to discuss how they can facilitate the adult education effort in their communities. Show examples of the types of materials that are appropriate for ABE and high school equivalency classes.

Reading Readiness

Reading readiness is defined as a person's preparedness to undertake a reading activity at any level. Before children or adults can learn how to read, they typically need certain prerequisite skills. These skills are sometimes referred to as pre-reading readiness. But readiness is also a factor at all levels of reading. One may have a high level of reading ability in one subject area, for example, but because one lacks experience in another field, one is not ready to read even the most elementary materials in that area.

There are six major factors which may effect a person's level of reading readiness:

I. Physical Factors

- A. General Health
- B. Visual Acuity
- C. Auditory Acuity

*II. Perceptual Factors

- A. Visual
- B. Auditory
- C. Directionality
- D. Kinesthetics

III. Cognitive Factors

IV. Linguistic Factors

- A. Oral Language Development
- B. Speech
- C. Listening Skills

V. Psychological Factors

- A. Attitude Toward Self
- B. Attitude Toward Others
- C. Attitude Toward School

VI. Environmental/Experimental Factors

- A. Home Environment
- B. Background Experience

* Perceptual factors are especially important for pre-reading readiness.

Strategy 1: Ask the participants to list factors which they feel could influence readiness at any level. Write the factors they name on a transparency or on a chalkboard. Talk about factors which the participants feel can be influenced in the media center.

Strategy 2: Use a handout which lists the various factors that affect reading readiness. Break into small groups and allow the participants to discuss the various categories to ascertain how they affect reading. See Resources at the end of Section Two.

The Media Specialist and Reading Readiness

The media specialist's role in the readiness process is one of both assessing and developing skills. Because the media specialists often work closely with students, and because they do not have to grade students (and therefore may be seen as less threatening than a teacher), the media specialists are in a unique position to observe problems that the classroom teacher might have overlooked. There are many possible indicators of problems. Here is a partial list:

I. Physical Factors

A. General Health

-A student is often sick.
-A student is unusually listless.
-A student is extremely active and can't seem to sit still.

B. Visual Acuity

-A student holds a book extremely close to his face.
-A student holds a book at arm's length.
-A student is clumsy.
-A student cannot tell the difference between colors.

C. Auditory Acuity

-A student appears to be inattentive.
-A student responds unusually slowly to spoken cues.

II. Perceptual Factors

A. Visual

-A student cannot tell the differences and similarities between pictures, shapes, or letters.

B. Auditory
   -A student cannot identify familiar environmental sounds or differentiate between the sounds of similar letters or words.

C. Directionality
   -A student responds slowly to directions which involve the concepts of left and right or up and down.

D. Kinesthetic
   -A student is unusually clumsy and accident-prone.

III. Cognitive Factors

   -A student does not understand the basic concepts of the subject being studied.

IV. Linguistic Factors

A. Oral language development
   -A student has an unusually limited vocabulary.
   -A student's spoken sentences are poorly constructed.

B. Speech
   -A student speaks unusually slow or fast.
   -A student consistently mispronounces some sounds. (In the early elementary grades, some baby talk is normal.)
   -A student lisps or stutters.

C. Listening skills
   -A student cannot comprehend simple spoken stories or directions.

V. Environmental/Experiential Factors

   -A student disparages parents or home.
   -A student does not have prerequisite background experience for the subject being learned.

When problems are observed, they should be reported to the teacher who can then use more sophisticated techniques (e.g. readiness tests) to assess the difficulty.

Strategy: Break the groups into small buzz groups. Give each group a readiness skill and ask them to discuss behaviors that could be indications of deficiencies. Ask each group to report its results to the larger group.

While the media specialists play a largely observational role in assessing reading readiness; they have a much more active role to play in developing readiness skills. For pre-reading readiness, the media center can provide resources and activities that are especially valuable in developing perceptual, cognitive, and linguistic factors. For example, visual perception can be developed through the design of displays and the use of visual media, games, puzzles and picture books. Auditory perception can be developed by using a tape recording of familiar sounds or of children's own voices. Oral language development can be positively affected by allowing students to tell their own stories, and listening skills can be facilitated through story-telling, puppet shows and listening games.

When students are already reading, the media center's collection is an important resource for developing readiness for reading at more advanced levels. Reading itself is an important factor for developing background experience upon which further progress can be built. Group work in the media center is also an important technique for developing the psychological factors of readiness.

The media specialist can also help parents design an adequate home environment for the development of readiness by giving parents information about building home libraries, reading to and with their children, and selecting books that are appropriate to their child's reading level and interests.

Strategy 1: Show examples of materials that are particularly good in developing pre-reading readiness skills. Include both books and audio-visual materials. Discuss how each of those items helps to develop an aspect or aspects of pre-reading readiness.

Strategy 2: Break the large groups into smaller groups. Give each group one of the factors of reading readiness. Ask the groups to brainstorm as many activities as possible to develop their factor. Have each small group report their results to the group at large, and discuss any ideas that are particularly interesting.

Strategy 3: Use small buzz groups. Give each group the name of a piece of equipment (e.g. tape recorder, slide projector, bulletin board) that is normally found in the media center. Ask the groups to design a specific readiness related activity using their piece of equipment. Use the same procedures as those outlined in Strategy 2 for reporting and discussing group results.

Basic Reading Skills

Basic reading skills are those skills which must be acquired in learning to read. The basic reading skills that are listed in the Diagnostic-Prescriptive Reading System's Catalog of Reading Objectives* are:

I. Word Attack

- A. Sight Vocabulary
- B. Decoding
  1. Auditory Skills
  2. Visual Skills
  3. Letter Names
  4. Phoneme - Grapheme Relationship
     - a. Consonant Patterns
     - b. Vowel Patterns
     - c. Blending
     - d. Syllablication
     - e. Accent
- C. Structural Analysis
- D. Vocabulary Relationships
- E. Shortened Forms
- F. Context Clues

II. Comprehension

- A. Literal
- B. Interpretive
- C. Critical

III. Work Study Skills

- A. Alphabetizing Skills
- B. Dictionary Skills
- C. Reading Tables
- D. Reading Diagrams

*A recently devised reading management system available through the Panhandle Area Education Cooperative, Chipley, Florida.

E. Reading Graphs

F. Reading Texts

G. Map Skills

H. Globe Skills

I. Flexibility of Rate

IV. Personal Reading

A. Voluntary Reading

B. Wide Reading

Word attack is the means through which a student pronounces and gives meaning to words. There is a multiplicity of approaches in which a student can approach a new word. Among these approaches are sight vocabulary, decoding, structural analysis, vocabulary relationships, shortened forms and context clues. These approaches to word attack may be used alone or in some combination.

The development of a basic sight vocabulary is essential to the reading process. The student needs to be able to recognize a number of words on sight. These words enable the student to begin reading pre-primer and primer materials with some degree of success. A sight vocabulary is developed through memorization of words. The media specialist can facilitate the development of a basic sight vocabulary by designing games which use flash cards, by making displays that associate words with pictures and by labeling familiar objects around the media center.

Decoding skills enable the students to pronounce those words which have not been incorporated into their sight vocabulary. There are four basic decoding skills: auditory skills, visual skills, letter names and phonoeme-grapheme relationships.

Auditory and visual descrimination are a necessary pre-requisite for reading. Auditory discrimination refers to a student's ability to hear the differences and similarities in the sounds of various words. Visual discrimination refers to the student's ability to see the similarities and differences in letters and words. The development of auditory and visual skills can be facilitated in the media center through the use of games which stress the differences and similarities between the sounds and sight of words. For example, in developing auditory skills, a tape recording of similar words can be played and the students can be asked to identify the similar sounds in the words.

Visual and auditory discrimination are instrumental to the next step of the process: letter recognition. A student needs to be able to recognize and name the letters of the alphabet in and out of sequence and in both upper and lower cases. The use of alphabetical blocks and alphabet games are techniques which can be used in the media center to facilitate letter recogition.

The phoneme-grapheme relationship, also referred to as the sound-symbol relationship, is the correspondence between a sound (phoneme) and its appropriate symbol or symbols (grapheme) options. For example, the word, phone begins with the phoneme "f". This same phoneme may be represented by the graphemic options "f" or "gh" or "ph". The graphemic option chosen to represent a specific phoneme depends on convention or the environment of the phoneme in the word (i.e., stress, position and custom).

Multimedia approaches (e.g., slide tape that show words and emphasizes the sound/symbol relationships within them) are appropriate techniques which the media specialist can develop to facilitate student recognition of phoneme/grapheme relationships.

Another approach to word attack is structural analysis. Structural analysis is the ability to arrive at the pronunciation and meaning of words through the analysis of roots, prefixes, suffixes and inflectional endings. Root words are the basic building blocks for words. An example of a root word is service. A prefix is a meaningful unit which is added to the beginning of a word - for example, "dis" is disservice. A suffix is a meaningful unit added to the end of a word - "able" in serviceable. A term which refers to both prefixes and suffixes is affix. Inflectional endings include such units as "s", "es", "ed", "ing", "er, and "est" which indicte gender, person, tense, case, number, and comparison. A display which shows a root word and its appropriate affixes and inflectional endings is one media center technique which can help students learn how to perform structional analysis.

Still another approach to word attack is the recognition of vocabulary relationships. Vocabulary relationships include synonyms, antonyms, homonyms, and multiple definitions. A bulletin board which shows a word and its synonyms, antonyms and homonyms can be set up in the media center to show vocabulary relationships. Word games are another useful technique which can help students develop skill in recognizing vocabulary relationships.

Reading materials often contain abbreviations, acronyms and symbols (e.g. the plus, minus and equals signs). These are examples of shortened word forms, but often context clues are all that are needed. The use of various dictionaries, a word study skill, is obviously a skill which can and should be taught in the media center. Displays and games which stress abbreviations, acronyms, and symbols are other techniques by which the media specialist can help students become accustomed to the use of shortened word forms.

The ability to attack words through context clues is the final approach to word attack. An unfamiliar word may be surrounded by clues to its meaning. Often when surrounding words are known, the meaning of an unknown word becomes obvious. Media specialists can help develop the ability to use context clues by working with individual students-helping the students to figure out unknown words by pointing out the clues which surround the word in its sentence.

The second basic reading skill is comprehension. Comprehension refers to the ability to bring meaning to a word or group of words and their interrelationships. There are three levels of comprehension: literal, interpretive, and critical. When readers achieve literal comprehension, they can recognize the ideas which are explicitly stated in the reading material, and they can

also talk about significant details, such as character names, places and events which are discussed in the selection. On the interpretive level, the reader is able to infer details and ideas from those which are stated. This is the ability to "read between the lines". On the critical level, the reader is able to make a critical judgement of the reading material. The reader analyzes the material in terms of the qualifications and bias of the author, the validity and accuracy of the statements made in the selection, and the overall worth of the material. The media specialist can facilitate the development of comprehension skills by leading group discussions on reading material, by helping individuals or groups of students with book reports and projects which are centered around reading, and by simply discussing books with individual students. When working with students on comprehension skills, the media specialist should ask questions on all levels of comprehension-literal, interpretive and critical.

Work/study skills are those skills which help a student to organize materials and to use specialized sources of information. The media specialist's role in this is fairly obvious. Teaching students how to locate and use media center resources is an extremely important aspect in the development of work/study skills. Individual help for students who are using specialized resources is another major part of the media specialist's role in developing work/study skills.

The media specialist also has an extremely important role to play in developing a student's personal reading habits. A student will read voluntarily when he finds reading to be a rewarding and enjoyable experience. The media specialist can help develop this attitude by creating a collection that is wide ranging and fulfills the reading needs of the school's students. Reader's guidance-suggesting material which will be particularly interesting for an individual student - is another important role for the media specialist.

Strategy: Explain the basic reading skills. Break into small groups. Give each group one of the skills. Ask the groups to discuss specific media center activities that can facilitate the development of the reading skill they have been assigned. The results of each small group discussion can then be presented to the group at-large. Refer to resources at end of Section Two.

The Media Specialist's Role in Assessing Reading Deficiencies

Assessment of basic reading skills is performed in the classroom through the use of various testing instruments. The results of these examinations can help the media specialist deal with individual students in the media center. As in the case of assessing reading readiness, the media specialist's role in assessing basic skills in largely observational. The following is a list of possible indicators of deficiencies:

I. Word Attack

A. Sight Vocabulary
-A student has to "sound out" sight words, such as the, when reading a selection.

B. Decoding
1. Auditory Skills
-A student cannot identify similarities and differences of sound in spoken words.
2. Visual Skills
-A student cannot identify the differences and similarities in the shapes of letters.
3. Letter Names
-A student does not know the alphabet.
-A student cannot tell what the names of letters are when they are out of alphabetical sequence.
4. Phoneme-Grapheme Relationship
-A student does not recognize the sounds of individual letters or groups of letters.
-A student cannot identify how words are divided into syllables.
-A student puts the accent on the wrong syllable when the words are pronounced.

C. Structual Analysis
-A student does not know the meaning of affixes and inflectional endings.

D. Vocabulary Relationships
-A student does not recognize a word's synonyms, antonyms and homonyms.

E. Shortened-forms
-A student reads abbreviations as if they were words.
-A student does not know the meaning of common abbreviations.

F. Context Clues
-A student cannot figure out the meaning of words from their context.

II. Comprehension

A. Literal
-A student does not recognize the main idea of the material being read.
-A student cannot identify the significant details of the material being read.

B. Interpretive
   -A student cannot infer obvious facts and ideas from what is being read.

C. Critical
   -A student does not question what has been read.
   -A student does not recognize an obvious bias of the author.

III. Work Study Skills
   -A student does not know how to use specialized materials (e.g. globes, maps, and graphs).
   -A student does not know how to use standard reference tools (e.g. dictionaries, almanacs, and encyclopedias).

IV. Personal Reading
   -A student expresses dislike for reading.
   -A student never checks out materials other than those which are required for classes.

When these indicators are observed, they should be reported to the student's teacher, who then may use more sophisticated methods of assessing deficiencies.

Strategy: Use buzz groups. Give each group a basic reading skill. Ask the group to discuss the behaviors that might indicate a deficiency in the skill they have been given. Have the buzz groups report their results to the groups at-large.

Readability Levels

One of the most important functions the media specialist performs for the reading program is the development of a collection of reading materials which are at the appropriate reading level for the school's students. The instructional level in reading is that readability level at which:

1. the student makes fewer than eight recognition errors per hundred running words.

2. the student demonstrates recognition of the main idea and of significant detail by answering seven out of ten comprehensive questions.

Students reading levels are tested by having them read selected passages for which the readability level is known. Students read each passage orally once and they then answer the comprehension questions. Silent reading ability is measured in the same manner except the students read silently. Such testing is usually performed by classroom teachers who then should give the results to the media specialist.

The readability of the passages depends on the level of vocabulary, the length of sentences, and content. These factors determine whether or not the reading material is easy and understandable to the reader. There are numerous readability formulas. Proficiency in the use of one would be adequate for most media specialists. Information on the Fry Readability Formula is included in the resources for this section.

Strategy: Demonstrate the use of the Fry Readability Formula and let the participants try it out on materials at various readability levels. Refer to Resources at end of Section Two for a copy of the Fry Graph.

The Reading Program

Although reading readiness and basic reading skills are important at all levels of schooling, the emphasis on the various factors differs at different levels of reading. Kindergartens generally emphasize pre-reading readiness, with little or no coverage of basic reading skills *per se*. During the early elementary school years, readiness factors are assessed both formally and informally, and emphasis is placed on basic word attack skills. At the higher grades of elementary school, reading in specific content areas for comprehension becomes more important. Beginning instruction in work/study skills and personal reading is also stressed.

Content reading, work/study skills and personal reading are the most important skills for most middle school students. Few reading classes are offered for the average high school student, but reading for content in subject-centered classes is a necessity.

For students who are having particular problems at any level, correctional reading programs may be offered. Correctional reading programs attempt to solve reading problems by recognizing a student's reading level, and developing an individual program which begins at the reading level the student has already acquired. Students who are having relatively small problems can have a correctional reading program developed for them in their regular classroom. Students who have a more severe problem may need a special class. These classes are sometimes referred to as remedial reading programs.

In adult education, any level of reading skills may be emphasized. Adult Basic Education (ABE) emphasizes pre-reading readiness and the most basic word attack skills. High School equivalency classes are for students who have mastered the most basic reading skills, but need help in acquiring skills that are necessary for high school graduation. Thus, comprehension, work/study skills, and personal reading is emphasized in these programs. Adult liberal education classes stress comprehension and personal reading. These classes are for students who may not be interested in developing new reading skills, but want to use the skills they already have.

When working with adult education students, the media specialist must remember that while these students may have relatively low reading ability, they are adults. Materials which the media specialist may buy to supplement

Section Two: RESOURCES

Bibliographies:

Diagnostic-Prescriptive Reading System (DPRS). Catalog of Reading Objectives, 1975, Florida Department of Education, Tallahassee, Florida, 1975.

Heilman, Arthur W., Principles and Practices of Teaching Reading. 3rd Edition, Charles E. Merill Publishing Company, Columbus, Ohio, 1972.

McKee, Paul, A Primer for Parents. Revised Edition, (Boston Houghton Mifflin, 1972.)

Tinker, Miles A., and McCollough, Constance, Teaching Elementary Reading. Appleton-Century-Crofts, Inc., New York, 1962.

Zintz, Miles W., The Reading Process: The Teacher and the Learner. 2nd Edition, William C. Brown Company, Dubuque, Iowa, 1975.

Also, the Florida Right to Read workshop packets on "Reading Readiness and Beginning Reading" and

27

FACTORS WHICH INFLUENCE READINESS

PHYSICAL
- GENERAL HEALTH
- VISION
- HEARING
- AGE
- SEX

PERCEPTUAL
- VISUAL
- AUDITORY
- DIRECTIONAL

COGNITIVE
- MENTAL AGE

LINGUISTIC
- LANGUAGE DEVELOPMENT
- SPEECH
- LISTENING

PSYCHOLOGICAL
- ATTITUDE TOWARD
- SELF
- OTHERS
- SCHOOL

EXPERIENTIAL/ENVIRONMENTAL
- HOME ENVIRONMENT
- BACKGROUND OF EXPERIENCE

28

29

INSTRUCTIONAL TECHNIQUES FOR DEVELOPING

AUDITORY DISCRIMINATION

. Set a kitchen timer for approximately 5 minutes. Let the child hunt down the ticking sound before the bell goes off.

. Take a listening walk.

. Fill band and boxes or cardboard boxes with different substances (such as buttons, rice, thumbtacks, etc.) have the children guess what is in each by shaking it.

. Record familiar sounds. Play for the children and have them guess the source of the sound.

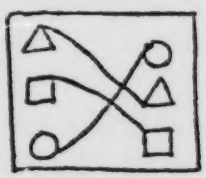
. Space for your ideas:

INSTRUCTIONAL TECHNIQUES FOR DEVELOPING

VISUAL DISCRIMINATION

. Using paper or wooden shapes let the child separate them into like shapes. As the child becomes proficient at this have him separate the shapes by size and shape.

. Make a card using yarn string between like shapes.



. Have the child do puzzles.

. Play picture dominoes.

. Space for your ideas:

HOW TO ENCOURAGE LANGUAGE DEVELOPMENT

1. CREATING AN INTEREST IN WORDS
2. USING CREATIVE DRAMATICS
   A. ROLE PLAYING
   B. PUPPETRY
3. ENCOURAGING DISCUSSION
4. USING CHILDREN'S LITERATURE
5. USING CHORAL READING

USES FOR A TAPE RECORDER*

Linda Leonard Lamme

University of Florida

Outside the classroom:

1. Tape sounds outside; guess what they are.
2. Interview different people; dialects; reactions to an issue; different voices; different ages; different opinions; etc.
3. Tape animals; birds; try and identify them.
4. Tape music for the classroom - popular music, background music, music to write to, to do math to; radio and TV shows which would appeal to children.
5. Tape field trips.
6. Tape yourself at home - a poem a day for the listening center; instructions for the next day; etc.
7. Tape sounds of familiar places - a supermarket (try to guess which section of the market each sound comes from).
8. Tape children on the playground.
9. Tape sounds that are heard at different times of the day.
10. Tape different motor vehicles - guess which each one is.
11. Tape sports events, musical events.
12. Tape sounds at the airport - people with different dialects, etc.
13. Tape familiar sounds - make a response sheet with pictures of the items on it for very young children to identify (faucet, stapler, etc.)

---

*Used with permission of Dr. Linda Leonard Lamme, University of Florida

Inside the classroom:

1. Giving directions; interest centers; for following directions practice; ground rules.

2. Practice - oral reading, speech, interviewing, foreign language, storytelling, plays, puppet shows, performances, choral reading.

3. Tape and play back students' experiences.

4. Self-correcting tests.

5. Giving tests (tape spelling words - child can take it during his free time or when he feels ready for it).

6. Background sounds for storytelling, creative writing, math, art, movement, drama, poetry.

7. Create a mood - just have the tape playing when children arrive in the morning or after returning from lunch.

8. Music to eat to, nap to, etc.

9. Pose a controversial question. Leave the tape recorder out and have students give their opinions on the tape. Play it back at the end of the day to see if there is a consensus.

10. Use the same procedure for data collection - pose a question and as students find evidence, they can put their ideas on tape.

11. Create chain stories - one child begins the story; the next child plays the first part and then adds something, and so on until the story is finished.

12. Tape story starters - have children finish them either by tape or by writing.

13. Leave the tape recorder out and let anyone contribute during the day.

14. Record stories of children who cannot write well. These can be transcribed at a later time, or just listened to - begin a collection of taped essays.

15. Set up listening centers.

16. Record plays, puppet shows. Children can just concentrate on the acting out pantomime (or moving the puppets) and let the tape do the talking for the performance.

17. Tape record favorite stories (and have children do this) for a classroom collection - attach tapes to the books and have books available to listen to and read - could be taken to a classroom of younger children.

18. Record different teachers and other school workers - see if children can identify these familiar people.

19. Tape record riddles - see who can answer them.

20. Interview various people in the school on tape - test out various issues.

21. Tape the singing of the children (in the classroom, on the schoolbus, etc).

22. Tape favorite songs of the school.

23. Great for show and tell - only this is just "tell!"

24. Tape news that occurs during the day; play back at end of day.

25. Tape answers to worksheets so children can self-correct papers.

Space for YOUR IDEAS:

1.

2.

3.

LIST OF PUBLICATIONS

Book Clubs:

Early Learning Book Club, Riverside, New Jersey 08075.

Educator's Book Club, P. O. Box 7X, Englewood Cliff, New Jersey 07632

Teacher Book Club, Riverside, New Jersey 08075

Catalogs:

Publishers Central Bureau, Department 353, 33-20 Hunters Point Avenue, Long Island City, New York 11101

Center Stuff for Nooks, Crannies and Corners, by Imogene Forte, Mary Ann Pangle, and Robbie Tupa.

Energizers for Reading Instruction, by Richard Thompson. Copyright 1973. Parker Publishing Co., Inc., West Nyack, New York 10994 ($8.95).

Learning Kits:

Developing Prereading Skills, Rachel G. Brake. Holt, Rinehart and Winston, New York.

Becoming a Learner, by Elaine Merkley. Copyright 1972. Charles E. Merrill Co.,Columbus, Ohio 43216.

Magazines:

Childhood Education, 3615 Wisconsin Avenue, N.W., Washington, D. C. 20016. Annual Membership $12.00.

Early Years, Box 1223, Darien, Conn. 06820. Annual membership $8.00.

Ebony, Jr., Johnson Publishing Company, 820 Michigan Avenue, Chicago, Illinois 60605. Annual Membership $6.00 (Monthly except June-July and August-September).

Electric Company Magazine, EC-1, North Road, Poughkeepsie, New York 12601. Annual membership $4.50.

Electric Company Guide Activity Book, North Road, Poughkeepsie, New York 12601. Annual membership $8.95.

Learning, 1255 Portland Place, Boulder, Colorado 80302. Annual Membership $10.00

The Open House, P. O. Box 43, Madison Square Station, New York, New York 10010.

Sesame Street Magazine, S-034, North Road, Poughkeepsie, New York 12601. Annual Membership $4.50.

Wee Wisdom, Unity School of Christianity, Unity Village, Missouri 64065. Annual Membership $4.00.

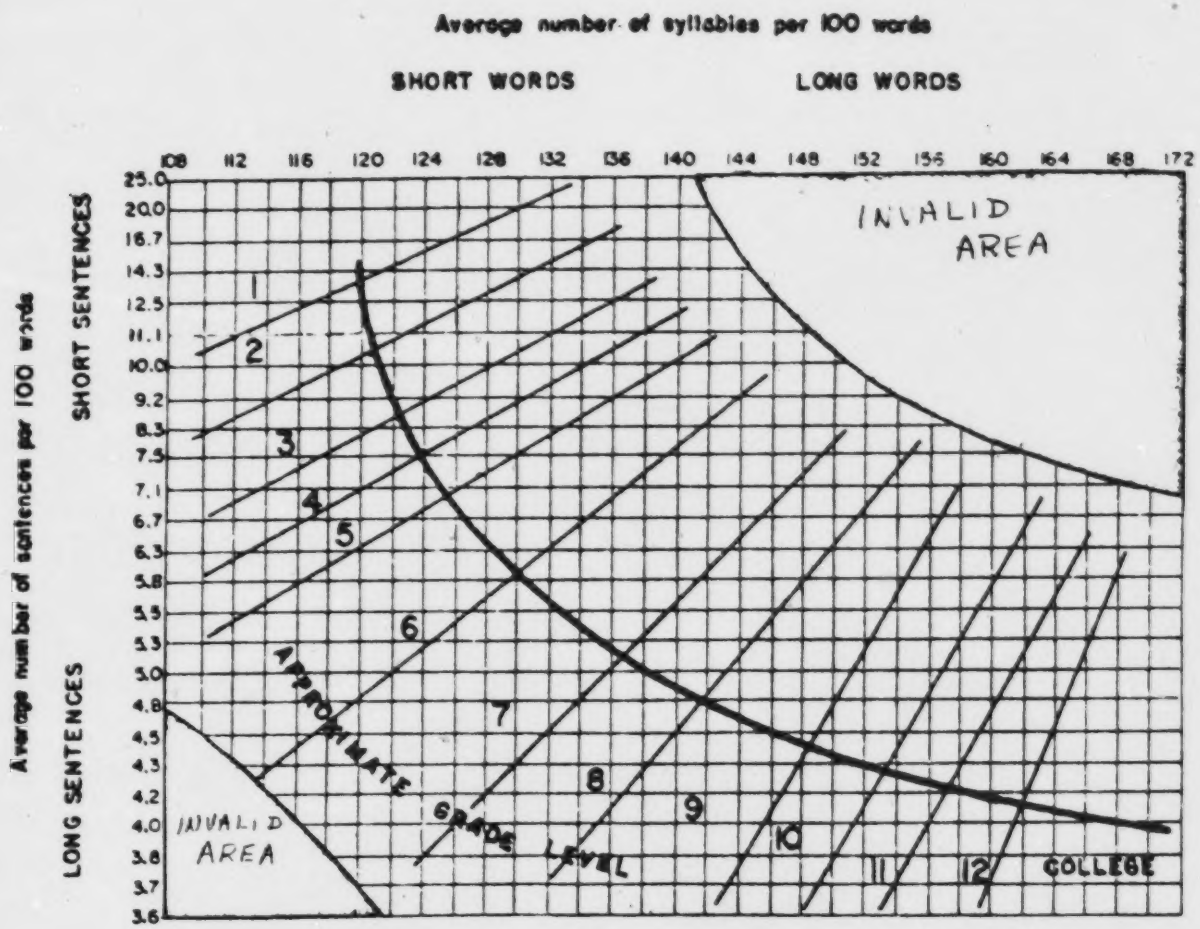
Educational Media:

Blank Cards - Plastic Coated
Atlantic Playing Card and Match Co.
1005 35th Avenue
Long Island City, New York 11106
($30 - 5000 minimum order)

Washable Crayons - 99-108
The Teaching Resource Corporation
100 Boylston Street
Boston, Massachusetts 02116

GRAPH FOR ESTIMATING READABILITY

by Edward Fry, Rutgers University Reading Center, New Jersey



The Readability Graph is not copyrighted. Anyone may reproduce it in any quantity without permission from the author and editor. The Readability Graph can be found in Reading Instruction for Classroom and Clinic, Edward Fry, Author, McGraw-Hill Book Company, p. 232, 1972.

Reproduced for use by the Florida Department of Education, Ralph Turlington, Commissioner.

Directions for Using the Fry Readability Graph (Revised)

Count the words beginning with the first whole sentence until you reach 100 words. Include all proper names. Include abbreviations, counting them as one word and one syllable. Omit numerals, such as 3, 8, etc. Count written numberals (seven, eleven, etc.) as words. Hyphenated words (full-length) count as one word.

Count the number of syllables in the 100 word sample. Count each syllable you hear as you pronounce the words. There is a syllable for each vowel sound.

Next count the number of sentences in the hundred word sample to the nearest tenth of a sentence.

Plot the readability level on the graph.

More than one sample should be taken from a text. When this is done, find the average number of syllables and average sentence length for each of the samples taken and then find the readability level on the graph.

Example:

Sample 1	142 syllables	5.8 sentences	
Sample 2	130 syllables	6.3 sentences	
Sample 4	154 syllables	5.3 sentences	
Average	142 syllables	5.8 sentences	Readability: 8th

SECTION THREE: THE MEDIA SPECIALIST'S ROLE IN PLANNING THE READING PROGRAM

INTRODUCTION

Traditionally, the media specialist has collected and distributed books and other educational materials to support the school's curriculum. In this role, the media specialist's work was essentially reactive. The media specialist reacted to changes in the curriculum, but seldom influenced those changes. More recently, media specialists have begun to take a more active role in planning the curriculum and in carrying out its objectives. The school media center is now seen as a learning center where many exciting activities supplement and at times even replace classroom activities.

The potential contributions that media specialists can make to the reading program are especially important. In the past, media specialists provided appropriate reading materials and performed some library skills instruction. Now, media specialists are often involved in many of the following activities:

* Program design
* Planning classroom and media center activities with individual teachers
* Extensive instruction in media skills
* Planning and implementing individualized instruction

The objective of this part of the packet is to examine the emerging role of the media specialist in planning the reading program.

TOPICS AND STRATEGIES

The Media Specialist and the Development of the Reading Program

Although teachers develop activities within their own classrooms, they work within the guidelines of the curriculum. The reading program is an integral part of the curriculum, and is designed by the reading curriculum committee. Thus, if a media specialist is a member of this curriculum committee, the specialist can have considerable influence on how the overall structure of the reading program is developed.

According to Anne Marie Zalewski ("How to Present a Reading Program," *Journal of Reading*, May 1975, vol. 18, pp. 610-614), the development of a reading program consists of four major areas:

1. program definition
2. strategies formulation
3. implementation
4. evaluation

Because media specialists have a unique perspective of the school and its programs, they can make an important contribution to the development of the reading program at each stage. When the program is being defined, the media specialist can provide information about present resources and needs. When strategies are formulated, the media specialist can make sure that media center resources are fully utilized. During the implementation phase, the media center can be used to provide alternative ways for reaching goals, and the media program can be an important part of the total school's learning climate. During evaluation, the media specialist can provide unique information about the successes and failures of the program.

Strategy 1: Discuss the role of the school's curriculum committee and the media specialist's relationship to it. The following questions might be used:

> How many of you are members of your school's curriculum committee?
>
> If you are not a member, how much communication do you have with the committee?
>
> If you are a member, what kind of contributions do you make?

Strategy 2: Discuss the specific types of information the media specialist can provide for a curriculum planning committee.

Working with Teachers on Classroom Activities

In addition to helping design the overall reading program, media specialists should be involved in planning individual classroom activities with teachers. Such planning should be an on-going process. The media specialist needs to develop a system by which information about classroom activities is passed to the media center and information about media center resources and activities suitable for the classroom is passed back to the teacher. One method that can be used is the Unit Planning Outline. (See the handout in the resource section.) This form is passed out to teachers who fill it out and return it to the center. This will give the media specialist an idea of the activities the teacher is planning over a given period of time.

Strategy: Pass out the Unit Planning Handout and discuss it. Ask for suggestions about other ways in which an on-going joint planning effort can be made.

Current acquisition lists are another way in which the media specialist can help teachers realize the potential resources of the media center. Acquisition lists can be general or can be made for specific reading levels or subjects. Such lists will serve as regular reminders that the media specialist can help plan classroom activities.

Strategy: Discuss the procedures of developing current acquisition lists. Ask participants to express the usefulness and the problems in developing such lists.

Often classroom teachers need information about particular resources in developing their plans. Media specialists can help by providing bibliographies of media center materials which can be used in teaching a particular unit. Such a bibliography may change the way in which a teacher will approach a subject. For example, if a teacher realizes that multimedia resources are available, alternative teaching strategies may be used.

General bibliographies may be developed using general curriculum statements; more specific bibliographies may be developed using the Unit Planning Form or from personal communications with teachers.

Strategy: Show examples of general and specific bibliographies of media center resources. Discuss procedures for developing such bibliographies.

Selection of media center material should be an on-going process in which teachers cooperate with the media specialist. Media specialists should encourage teachers to make their resource needs known on a continuous basis. Requests can be used to develop want lists which the media specialist can use when making materials selections. On some occasions, teachers may want to take a much more active role in selection. If this occurs, the media specialist will want to instruct the teachers in the use of selection tools and discuss selection policies and the amount of money that is available.

Strategy: Ask the participants to suggest the selection tools that will be most useful for teachers in the cooperative selection process. (A list of possible selection tools is included in the resource section.) List these tools on a transparency and then discuss the features of each suggested tool that make it appropriate for this use.

Classroom collections are another particularly useful tool for teachers. Such collections allow teachers to easily integrate media resources with classroom instruction and provide materials for individual exploration. Generally, the materials in the classroom collection are loaned to the classroom on a short-term basis. When classroom collections are developed, procedures must be designed so that the location of all material is known to the media specialist. In addition, more than one teacher may desire to have the same materials in their classrooms at the same time. Policies which cover these difficulties must be developed.

Strategy: In small groups, discuss the usefulness of classroom collections. Ask each group to prepare preliminary plans for policies and procedures to deal with the problems that arise from using media center resources to develop such collections.

Teachers often want to use audio-visual materials to teach or to supplement the teaching of a particular unit. Such materials may include transparencies, slides, films, filmstrips, games, and many other formats of learn-

ing resources. When needed materials have not been commercially produced, the media specialist may be able to help the teacher produce the materials using media center equipment. The media specialist has two responsibilities in producing media resources:

1. Making suggestions about the appropriateness of using the medium for teaching the subject. If a medium is not a promising tool for teaching about a certain subject, an effort should be made to suggest alternative materials.

2. Helping the teacher in the actual production of the resource.

Strategy 1: In small groups, discuss when certain media (film, slides, transparencies) are appropriate and inappropriate for classroom instruction.

Strategy 2: Discuss the media centers' role in producing media resources for classroom activities.

Planning Activities for Individual Students

The planning which has been discussed so far has been planning for group activities. Teachers may also need help in planning individual activites for students with special needs. In the reading section of this packet, the role of the media specialist in assessing special needs was discussed. The media center has many resources in addition to books and A/V materials (e.d. programmed instruction packages) that help meet those special individual needs. The media center can facilitate individualized instruction by providing appropriate work areas as well as assistance in using materials.

For this to happen, however, extremely good planning is necessary. The teacher must clearly state the objectives of the individual instruction. Materials to meet the student's needs, wich are appropriate to student's age and reading level, must be cooperatively selected by the teacher and media specialist. A plan of instruction should be drawn up which suggests a time-frame in which the student will work and which clearly states the responsibilities of the teacher and the media specialist in assisting the student.

Strategy: Role play a teacher and media specialist planning a program for individualized instruction. Discuss the roles the teacher and media specialist play in such individualized instruction.

Working with Teachers on an Informal Basis

Though much of the planning for the media center's role in the reading program should be done on a formal basis, the media specialist can find out many of the needs of classroom activities through informal contacts with teachers. Teachers may be much more willing to discuss some of their teaching activities in the informal atmosphere of the teachers' lounge than to put

them in writing on Unit Planning Outlines. The media specialist needs to be alert to such opportunities; for when teachers first discover a need, they may be more receptive for suggestions on alternative materials and resources.

Whenever making suggestions, tact is necessary. Here are a few suggestions about cooperative planning with teachers:

1. Be sure that you understand the teacher's objective. Use questions and comments to help clarify the situation, but do not be too interrogative. Use your questions and comments sparingly and only when the teachers need a little help in expressing themselves, or when a point is genuinely unclear.

2. Do not be too quick in offering alternatives, and offer them tentatively.

3. Offer general suggestions. If the teacher wants to follow through, the details can be filled in by working together.

4. Remember that the final decision is the teacher's.

Strategy: Role play some situations with participants in the part of the teacher. Discuss the way in which the principles stated above express themselves in the role-playing. Then have the participants play the media specialist while you play the teacher. Discuss the role-playing. (Remember that role-playing should be performed only with willing participants, and that while it is an effective way of beginning a discussion, it will drag if carried on for too long a time.)

Teaching Media Skills

One area where media specialist have always had direct responsibility for planning reading-related instruction is in the teaching of media skills. While the media specialist has responsibility for teaching media skills, planning for this instruction should be a cooperative venture between the media specialist and the school's teachers.

Media skills include: proper media center etiquette, effective use of the basic media center tools (e.g. the card catalog), effective use of reference sources, such as encyclopedias, dictionaries, indexes, atlases, almanacs, globes, and specialized sources. Other media skills include using the proper procedures for checking out materials, making bibliographies, and developing skills in media production.

The development of such skills are important. The students who do not acquire them are cut off from reading resources not only during their school days but possibly for life. The development of life-long reading habits depends to a large degree on how well the media specialist helps students acquire proficiency in media skills.

Two tools are particularly helpful in planning media skills instruction. The first is a Scope and Sequence. This tool outlines that elements of media skills will be taught at each grade level. It also may outline the responsibilities of both the media specialist and the classroom teachers for these skills. A sample of a Scope and Sequence for media skills is included in the resources of this section.

Another useful tool in discussing media skills instruction is the Test of Library/Study Skills by Irene Gullett and Frances Hatfield. The test is available on three levels: Level I (grades 2-5), Level II (grades 4-9), and Level III (grades 8-12). The tests can be used as a source for developing Scope and Sequences as well as identifying deficiencies in the specific skills which allow prescriptive instruction.

Strategy: Divide the media specialists into groups by school level, (i.e., elementary, middle, and high school). Using the Scope and Sequence included in the packet as a base, ask each group to develop their own Scope and Sequence for the grades they are involved with. Ask them to justify to themselves any exclusion or addition to the original.

Instruction in media skills may be carried out in groups or can be individualized. In many cases, the media specialist will want to use a combination of these methods. Group instruction can be used to disseminate general information. Individual instruction can make learning more exciting to students as they proceed at their own rate and follow their own interest. Audio-visual instruction techniques can be used in both group and individual instruction, while programmed instruction is especially useful in dealing with individual situations.

Strategy: Discuss how individualized instruction can be used in teaching media skills. Include methods by which group instruction can be supplemented with activities designed for individual students. If possible, display individualized media packages that have been used in media skills instruction.

Section Three: RESOURCES

Bibliographies:

Browning, Elizabeth K., "Solve the Mystery of Reference", School Library Journal, October, 1975, Vol. 22, pp. 71-74.

Chisholm, Margaret, "The Role of Libraries, Media Centers, and Technology in the Reading Program", in Carlson, Thorsten R., (Ed.), Administrators and Reading, Harcourt Bruce Jovanovich, Inc., New York, 1972, pp. 135-153.

Hoffland, Dixie, "Improving Communication Channels", School Library Journal, May, 1975, Vol. 21, p.40.

Saylor, Galen J., and Alexander, William M, Curriculum Planning for Modern Schools. Holt, Rinehart, and Winston, Inc., New York, 1966, pp. 467-501.

Tyler, Ralph W., Principles of Curriculum and Instruction. University of Chicago Press, Chicago, 1950.

West, Roland, Individual Reading Instruction. Kennikat Press, Port Washington, New York, 1964, pp. 132-136.

Zalewski, Ann Marie, "How to Present a Reading Program to the Administrator", The Journal of Reading, May, 1975, Vol. 18, pp. 610-614.

A UNIT PLANNING OUTLINE FOR TEACHERS
AND MEDIA SPECIALISTS

TEACHER_____GRADE_____

SCHOOL _____UNIT TITLE_____

DATE _____

Please indicate under the appropriate heading the kinds of information or type of activity students will be seeking using center resources. Return form to the center.

PERSONS	LOCATIONS	HAPPENINGS	THINGS	OTHERS

A SELECT LIST OF SELECTION TOOLS

Books:

Audio-Visual Marketplace: A Multimedia Guide. Bowher, 1976. 6th edition, $19.95.

Bibliography: Books for Children. Association for Childhood Education International; 3615 Wisconsin Avenue, NW; Washington, D. C. 20016; 1974. $2.75.

Books for Secondary School Libraries. Bowher, 1971. 4th edition, $9.95.

Children's Books for the Year 19--. Child Study Association of America; 9 East 89th Street; New York, N.Y. 10028. Annual, $2.50.

Cohen, David. Recommended Paperback Books for Elementary Schools. Book Mail Service, Inc.; 82-27 164th Street; Jamaica, N.Y. 11432. Free upon request on school letterhead.

Green, Ellin. A Multimedia Approach to Children's Literature: A Selected List of Films, Filmstrips, and Recordings Based on Children's Books. American Library Association; 50 E. Huron Street; Chicago, Illinois 60611.

Halsey, Richard S. Sound Recording for Home and Library. American Library Association; 50 E. Huron Street; Chicago, Illinois 60611.

High Interest - Easy Reading for Junior and Senior High School Students. National Council of Teachers of English; 1111 Kenyon Road; Urbana, Illinois 61801. 1972, 95¢.

Johnson, Harry A. Guide to Media and Materials on Ethnic American Minorities. Bowher, 1975.

Mills, Robert. Formula Graded Books by Titles and Grade Levels. The Mills School; 1512 East Broward Blvd.; Ft. Lauderdale, Florida 33301. $10.00.

Withrow, Dorothy E. Gateways to Readable Books: An Annotated Graded List of Books in Many Fields for Adolescents Who are Reluctant to Read or Find Reading Difficult. H. W. Wilson Co., 1976 ed.

Your Reading: A Booklist for Junior High Students. National Council of Teachers of English; 111 Kenyon Road; Urbana, Illinois 61801. 1976 $1.95.

Periodicals:

Booklist. ALA; 50 E. Huron Street; Chicago, Illinois 60611. Semi-monthly. Sept - July, once in August. $20.00.

Bulletin of the Center for Children's Books. University of Chicago Press; 5750 S. Ellis Avenue; Chicago, Illinois 60637. Monthly except August, $8.00.

Horn Book Magazine. Horn Book, Inc.; 585 Bayleton Street; Boston, Mass. 02116. Bimonthly, $8.50.

Media and Methods. North American Publishing Co.; 134 N. 13th Street; Philadelphia, Pa. 19107. Monthly Sept. - May, $7.00.

Previews. Bowher. Monthly, Sept. - May. $5.00

School Library Journal. Bowher. Monthly Sept. - May.

Wilson Library Bulletin. H. W. Wilson Co. Monthly except July and August.

For a more complete listing of selection tools, see the Media Handbook 1975 published by the Florida Department of Education; School Library Media Services Section; Tallahassee, Florida.

If you need good examples of student produced multimedia materials, contact Sandy Ulm at the Florida Department of Education; School Library Media Services Section; Tallahassee, Florida.

SECTION FOUR: MOTIVATING THE TEACHER AND THE STUDENT TO USE THE MEDIA CENTER

INTRODUCTION

The role of the media specialist in the reading program can be greatly enhanced if both teachers and students are enthusiastic about the resources and activities available in the media center. In the previous section of this packet, we discussed general ways in which media specialist could inform teachers about the resources and programs provided in the media center and how this information could be used in planning classroom activities. In this section, more specific ways of motivating teachers and students to use the media center are suggested.

There are two objectives of covering this material in a reading workshop for media specialists.

1. To assist the media specialist in developing motivational techniques which will stimulate the effective use of resources and facilities by the teaching staff.

2. To assist the media specialist in developing motivational techniques which will stimulate the effective use of resources and facilities by students.

While the objectives seem to split motivational techniques into those for teachers and those for students, the user of this packet is cautioned to remember that teachers who are enthusiastic about the media center will tend to excite their students about it. The reverse is also true. When students return from the media center excited about the activities in which they have been involved, their teachers will be impressed.

Motivational techniques aimed primarily at teachers, will also affect students, and techniques aimed primarily at students will help motivate teachers.

TOPICS AND STRATEGIES

Creating the Proper Atmosphere

First impressions are important. Teachers and students who see the media center as a colorful, bustling place, full of interesting materials and exciting activities will be more inclined to use it. Such an atmosphere depends on an arrangement of shelves and furniture, proper lighting and colorful displays. The media center needs to be well-lighted and uncluttered, and its appearance is enhanced by reading tubs, treasure chests filled with paperbacks, bulletin boards, displays and mobiles. Furniture can be informal; rocking chairs or tables made from telephone wire spools can be useful and inexpensive.

The media center can be divided into a quiet section for reading and study and a noisy area for group study, media production, or just talk. The media center filled with the noise of students busily in pursuit of something is a welcome contrast to one that is completely silent.

Strategy: Use slides of particularly good examples of media center atmosphere. Point out such features as lighting, arrangement and displays.

Orientation for Teachers

A teacher orientation to the media center on teacher work days is a useful way to introduce the media center's resources to the teaching staff. In addition to pointing out the facilities of the media center, the media specialist can discuss the specialist's role in the school's program and suggest activities that are appropriate for the media center. Procedures and forms (e.g. the Unit Planning Form) can also be discussed. At the end of the orientation, a small party can be held during which the media specialist can discuss problems, needs, materials and activities, with individual teachers.

Individual orientations for new teachers can also be held. This service not only acquaints the new teacher with the media center, but it also shows the teachers that the media specialist is interested in assisting the teacher with the instructional program.

Strategy: Demonstrate orientation techniques by taking the workshop participants to the media center in the school in which the workshop is being held.

Media Center Handbooks

Handbooks for the media center can be developed for both teachers and students. Handbooks for teachers should emphasize the services that the media center and media specialist can perform for teaching activities. It might include the philosophy of the media center, the resources available for classroom activities, the policies and procedures for requesting services and resources, and a list of the personnel responsible for media center policies. An example of a teacher handbook is included in the resource section.

Student handbooks stress the resources of the media center and how to use them. Sections might be devoted to location of materials by using the card catalog and other reference tools, the types of materials the media center contains, policies and procedures for using the media center and its resources. These should include the circulation policy and procedures, the fines for overdue materials, and the responsibilities of students in the media center. A student handbook is included in the resource section.

Strategy: Ask the participants to examine the handbooks in the resource section. In small groups, discuss the differences between the student and teacher versions of the handbook. Ask each small group to report its findings to the larger group.

Performing Inservice Training for Teachers

Inservice training is another important way that media specialists can motivate teachers to use the media center. Such training can examine media center activities in-depth or it can provide practical skills to the teachers. Here are some suggested topics:

1. Instruct teachers in the use of equipment (e.g., film projectors, slide projects). Teachers who feel uncomfortable in operating equipment will not use it in their classrooms. Such training can greatly enhance the use of the media center's A/V resources.

2. Introduce new media center programs.

3. Discuss techniques of evaluating reading materials.

4. Discuss storytelling techniques or alternative ways of book reporting.

There are many more. In fact, any time a media specialist recognizes a need that can be met using media center resources, that strategy becomes a potential topic for inservice training.

Strategy 1: Discuss possible topics for inservice training.

Strategy 2: Demonstrate inservice training techniques. You might want to talk about the planning section of this packet.

Storytelling

Storytelling is an important technique for developing reading readiness, and it can be used to encourage the development of basic reading skills. Effective storytellers do not simply relate a narration. Instead, they may dramatize; at times even to the point of acting out the story's characters and plots. A good storyteller knows how to "read" the audience and react to the way the audience acts. The storyteller knows when to ask questions and what questions to ask. Good storytelling does not just happen; it requires careful planning. The storyteller must choose a story which is appropriate for the audience; then must decide how each character is to be played; and must determine appropriate questions to ask. Lastly, the storyteller must practice until confident that the story can be presented effectively to the audience.

Strategy 1: Demonstrate storytelling techniques. Do this by telling a story, stopping at appropriate points to discuss the techniques used.

Strategy 2: Show examples of good books which can be used in storytelling.

Puppets and Puppet Shows

Puppets can be used in two ways to develop reading readiness and basic reading skills. First, the media specialist can teach the students how to make puppets using common materials - paper, cloth, vegetables and fruit. The students can then produce their own shows exercising both their imaginations and their reading and writing skills. Puppets can also be used as a method of storytelling. The puppets act out the parts that the traditional storyteller dramatizes.

Strategy 1: Demonstrate how puppets can be made using sticks, socks, vegetables and fruit, transparencies (see handout in resource section) and commerical kits.

Book Talks

For somewhat older students, book talks are an effective way to motivate reading and use of the media center. Book talks can either be extensive reviews of a single book or short talks on several different books. The media specialist might ask teachers to give them a few minutes on a regular basis to tell students about books (or for that matter films, slide shows or other A/V software) that might interest them. The books discussed can either be new acquisitions or materials that are especially pertinent to activities that are going on in the school. Like storytelling, book talks must be well-planned. Books which are interesting and at an appropriate reading level for the audience should be chosen. The book's major points or plot must be outlined, and the presentation should be lively and energetic.

Strategy 1: Show examples of books that are especially appropriate for book talks. Break into small groups by school level (elementary school, middle school, high school) and have the groups discuss the types of books appropriate for book talks at their school level.

Strategy 2: Give a book talk, stopping at appropriate places to explain the techniques that have been used.

Media Festivals

Media festivals are another exciting way to generate interest in the media center. Such festivals can be on-going (e.g. every noon hour) or they can be special events (e.g. a week-long festival every term). Festivals can feature one activity or they can have many different activities occurring simultaneously. They can also be general or subject based. Resources for media festivals can be student-produced or commercial or a mixture of the two.

Festivals are informal but they should be well-planned. A scheduled of presentations needs to be established and resources chosen before their presentation. Publicity is an important factor in their success. Posters can be used and announcements of each day's events can be made over the school's intercom.

Strategy 1: Have a media festival session for the workshop. Use movies, videotapes, slide-shows, displays and other resources. Materials can be student produced and commerical.

Strategy 2: Break the large group into small groups to plan a week-long media festival. Ask them to produce a schedule, a list of resources, and a plan for the types of publicity to be used. Ask each group to report on its festival plan to the large group.

Media Production

Probably no activities in the media center are more exciting to students than those concerned with media production. Here is a partial list of media which students can produce:

Peer produced books

Skinni-books (See resource section)

Slides (35 mm and write on)

Audio-tapes (tape stories, book talks, etc.)

Animated films

Videotapes

Filmstrips (write on, make with camera, recycle old, out-dated filmstrips with ½ clorox and ½ water solution).

Transparencies (thermo-fax, x-ray film, baggies)

Models (clay, papier-maché, soap, commercial)

Photographs

Production of these media can be related to reading. Students will need to read the directions for equipment. They will also want to write and read scripts and captions for videotapes, films, filmstrips, slide-shows and audio tapes.

Strategy 1: Demonstrate and let participants practice techniques for producing media. Talk about the techniques which can be used in teaching these production techniques to school students.

Strategy 2: Ask participants to bring examples of student-produced media from their own schools. Have an "idea fair" in which participants display these products and explain the techniques used in producing them.

Strategy 3: Show student-made films, videotapes, and slide-tape shows.

Awards

Interest in media center activities can be built up through the use of awards. Awards may be given for particularly good media productions or book reports. Such awards may be individually based or may be given to groups or classes. Typical awards are certificates of achievement, free paperbacks, snacks, or tickets to special events. In sponsoring awards and contests, the media specialist needs to be aware of the danger of over-competitiveness. The award and contest should never be allowed to be the complete purpose for performing activities. Awards and contests should always center on achievement of learning objectives rather than on winning. When the whole purpose of the activity becomes winning, only winners will be motivated and see the activity as fun.

Strategy 1: Ask the participants to discuss how they have used awards in their programs. Ask them to indicate the criteria they use in giving awards.

Using Students in the Media Center Program

Students often need to feel that they are contributing something to their school. They want to feel useful and productive. The media center can help students feel productive by allowing them to contribute to the media center program. Here are a few ideas for student involvement:

1. Ask students to help produce media for classroom activities.

2. Ask older students to help man the circulation desks and to perform other simple procedures.

3. Use older students as tutors for younger students.

Strategy 1: Discuss how students' talents can be used in the media center. Ask the participants to suggest other ways that students might be used. List the suggestions on the blackboard or a transparency and discuss the most interesting ones.

Strategy 2: Discuss how students can be chosen to work in the media center. Discuss ways of monitoring student work so that privileges will not be abused.

Section Four: RESOURCES

Bibliographies:

Anderson, Yvonne, Make Your Own Animated Movies. Little, Brown and Company, Boston, 1970.

Basic Developing, Printing, and Enlarging. Kodak Camera Co., n.d., Rochester, New York. Available at camera stores along with other information on photography and film-making.

Chelton, Mary, "Booktalking You Can Do", School Library Journal. October, 1975, Vol. 22, pp. 71-74.

Decker, Isabelle, 100 Novel Ways with Book Reports. Citation Press, New York, 1969.

"Making Slides without Cameras", School Library Journal. April, 1975, Vol. 21, p. 36.

"Personalizing Library Services for Children and Young Adults", School Library Journal. March, 1975, Vol. 21, pp. 67-71.

Miller, Rosalind, "Why I Can't Create a Learning Center", School Media Quarterly. Spring, 1975, Vol. 3, pp. 215-218.

Azalea Middle School

A MEDIA CENTER HANDBOOK
FOR THE FACULTY OF AZALEA MIDDLE SCHOOL

Azalea Middle School Media Center Philosophy

The media center is a reflection of the educational goals of our school, and it is through this reflection that we must establish our philosophy and program.

Azalea Middle School is innovative in its teaching methods, organizational patterns and subject areas. This necessitates a supportive innovative program emanating from the media center. To accomplish this purpose we strive to meet the needs of our students, who come to us with differing capabilities, environments and interests, in such a way that assists them in adjusting to and influencing the world in which they live.

Through our program of media services, which seeks the greatest possible use of resources, we endeavor to support and contribute to rewarding experiences that fulfill both individual and instructional purposes.

A quality media program is a multi-faceted concept that includes personnel, materials, equipment, facilities and a learning environment in which emphasis is placed on human interaction in the attainment of our school's educational objectives.

Media Center Services and Activities

It is essential to the success of our media program that the faculty is fully aware of the types of services and activities that are provided through our media center. For this reason we have attempted to list some of the elements of this area of our program, which are found in Media Programs, District and School.

Formulating selection and evaluation policies for books, audiovisual materials and equipment.
Planning and evaluating media programs.
Developing the budget for the total media program.
Participating in curriculum development and implementation.
Designing materials for self-instructional use by learners for specific objectives.
Developing multimedia presentations.
Recommending media application to accomplish specified instructional goals.
Finding needed information on an appropriate level and in an acceptable format.
Obtaining resources from the county media center, local agencies and other community sources.
Establishing a means for retrieval of information in all media formats.
Exchanging with school personnel pertinent information regarding students' progress and problems.
Developing user understanding of the strengths and limitations of various presentation forms.
Planning and providing instruction in the use of the media center and its resources.
Helping students develop good study habits and techniques, acquire independence in learning and gain skill in critical thinking.
Assisting users in the techniques of finding, using, and evaluating information.
Organizing and indexing information.
Providing reference service to users.
Providing bibliographic service to users.

Media Center Services and Activities (Continued)

Providing access to information available from outside agencies.
Providing resources and guidance in their use in response to the individual user's needs, interests, and learning styles.
Translating information from one presentation form to another through production of materials.
Establishing and maintaining production services.
Providing for maintenance of materials, equipment and facilities.
Maintaining circulation and attendance records.
Collecting and keeping account of all media center obligations.

Extensive though this list may appear, we offer these services and more, and it is only through your continued cooperation that we can maintain this level of utilization.

Policies and Procedures

Each student entering media center must have a hall pass indicating the time of departure and time he is expected to return. Passes should also indicate the purpose in coming to the media center, i.e., Free Time; Research on (specific area), etc. This will assist us in identifying the needs of our users. Students must sign attendance sheet showing time of arrival. Before leaving, departure time must be noted on attendance sheet. All passes must be initialed by a member of the media staff. Because of the different grade level schedules, it is important that all students sent to the media center go back to their own classroom for dismissal. This will help prevent students from being tardy. In order to facilitate this, no books may be charged out the last five minutes of any period.

Groups from one class should be limited to no more than 6 students unless prior arrangements have been made.

In keeping with the open media center policy, we ask that teachers refrain from bringing entire classes into the center. However, we recognize that there are particular situations that may require special consideration. In cases of this nature, teachers are to plan with the media specialist 5 days in advance of the requested date.

Teachers wishing to use equipment must sign up on the A-V desk calendar, specifying the type of equipment, time needed, room number and whether a media assistant is needed. Please plan ahead to insure that the equipment you need is available as we work on a first come, first served basis. All A-V equipment checked out on a daily basis should be returned at the end of last period needed.

When charging books out, teachers are requested to please sign their names on the book cards, as well as the date due slip in the back of the book. This enables us to check books in more quickly when they are returned. You need only sign your name, room number and date when charging out A-V materials and equipment.

Magazines are for everyone's use. Current issues may be taken home at the end of the school day if they are returned before school the next day. Please inform a

Policies and Procedures (Continued)

member of the media staff if you are taking out a current magazine. Regular charge-out procedures are used for all back issues.

Reference books may be taken out overnight as well as to the classroom for the period needed. These volumes should be returned to the media center desk immediately after use.

Books and A-V material may be charged out for a maximum of two weeks unless other arrangements have been made with the media specialist.

Staff members wishing to take A-V equipment home overnight must get permission from the principal.

Film Booking and Care

Please allow at least one week advance notice for film bookings to avoid disappointment. Order well in advance.

16 mm motion pictures should not be rewound after being shown; they should be returned to the Center in a "tails-out" condition, that is, with the red leader on the outside. Failure to do so nearly doubles the time required for inspection and means that schools cannot receive optimum service. To follow this procedure, BE SURE THAT THE TAKE-UP REEL IS THE SAME SIZE AS THE FEED REEL. ALWAYS MAKE SURE THAT THE FILM IS IN THE PROPER CAN BEFORE RETURNING.

At the first sign of trouble, STOP THE PROJECTOR IMMEDIATELY, then try to diagnose and correct the trouble. Continuing to run the projector can cause expensive film damage.

DO NOT splice films with cellophane tape, masking tape, glue, pins, staples, rubber bands, etc.

Complete the viewing of the film by putting two or three turns of the broken film's end into the takeup reel and restarting the projector.

Use of the Learning Resource Area and Instructional Aides

In preparing for this new aspect of our program we have tried to incorporate ideas and purposes that were established previously with the aides last year for the use of the resource areas.

We have designated Room 205 as the Subject Area Learning Resource Room. Specific areas of this room are set aside for Language Arts and Social Studies; Mathematics and Science; and Related Arts. It is in this room that activities requiring direct assistance by the instructional aides would be occurring.

Use of the Learning Resource Area and Instructional Aides (Continued)

Some suggested types of activities would be:

Assist small groups of basic students (usually 5 or 6 at any given time). Review current classroom material at their level; use audiovisual aids such as filmstrips, kits and transparencies to supplement class material.

Review class work with students who have been absent in preparation for tests.

Set up and assist students involved in enrichment activities. This could include math skill tapes, preparing transparencies or sound pages to aid more basic students. More able students could choose activities of interest to them.

Guide basic science students in projects suited to their level. Help them locate materials and prepare reports or projects. Simple science experiments could be accomplished in this area.

Reinforced drill for students having difficulty in math.

Make-up tests can be administered.

(These are merely suggestions. We are confident that there are other types of activities that could also be incorporated. Please feel free to offer your ideas.)

Room 213 is designated as TV and A-V Production. This room may be used for a variety of activities that do not necessarily require close supervision. Because of space limitations video taping activities must take preference.

Activities that might be generated here would be play rehearsals; small group discussion in preparation for debates or panel discussions; poster, mural or collage making (magazines are available for cut-up); any art work or other activity requiring a large flat area; use of the opaque projector; laminating and mounting (to be under direct supervision of aide because of inherent danger of heat intensity). This room may also be used for quiet games, reading and other activities not needing direct assistance.

Once again, let us remind you that you may suggest other activities for this particular area.

**Teachers who wish to send students to learning resource areas for activities that require use of instructional aides will need to schedule the time through the media specialist. This is necessary to insure that aides are available when requested. It is vitally important to remember that there are only three (3) aides that must be shared equally by everyone. The only way that this is possible is for preplanning to occur. Once the aide availability has been established, teachers may plan directly with the aide being used. Available time for planning with aides would be 7:30 to 7:50; 2:30 to 3:00 and other times when the aides are not directly involved with students.

Use of the Learning Resource Area and Instructional Aides (Continued)

In order to make planning easier it was suggested that we make up a schedule. This schedule calendar will be on the table near the media specialist's desk. On this calendar, please indicate number of students, activity, and time requirements. There are three separate schedules, one for each aide. Please don't plan to use more than one aide during any one period so that other staff members may avail themselves of the same opportunities. This calendar because of space limitations will only cover two-week periods. Any long range planning will be noted and then filled in on the following calendars on a first come, first served basis.

TV Use

All television equipment will be stored under the supervision of the Media Specialist.

Qualified staff members (staff members that have taken the County component on use of TV equipment, and have received workshop training by qualified personnel at Azalea Middle School - C. Aborn, D. Harwell and Norm Loscalzo will be allowed to use the TV equipment. The equipment would be checked out from the Media Specialist by the qualified staff member.

The policies and procedures relative to the use of the TV equipment here at Azalea Middle School shall be the decision of the following group:

Carlene Aborn....Dave Harwell....Norm Loscalzo....and Scotty East

Mr. Loscalzo and Mr. Harwell will be able to lend their expertise in television work to this small "committee." Mrs. Aborn is charged with the responsibility of keeping and maintaining television equipment, plus supervising the training of three resource room aides. I will assist all of you in any manner that I can.

The television equipment will be reserved for the Special Interest Class TV Production, and is not available for others to use during this time.

Both academic and related arts teachers will have the right to request the use of TV equipment (to be run by only qualified personnel) Mods. 1 through 23. The request should be made directly to the Media Specialist or her designated representative to schedule the taping that has been requested.

Learning Center (In Media Center)

This room will be used for parent teacher conferences when scheduled through the guidance department. It is also used for previewing, audio taping, and listening activities. Again, this room serves many functions, only a few of which are mentioned.

Points to Remember:

We have quite an extensive adult paperback collection in office. Books are taken out on the honor system.

Community Resources book is housed in media center office, as is professional library. We have quite a few new books in this category.

Career education materials are housed in the learning center--come in and browse through them.

Please don't check out all the books in a given subject area for classroom collections. Remember that others may need these same books. Teachers may request books to be put on reserve for class use. Unless otherwise agreed, these books may be charged out overnight only. Please allow us sufficient time to pull books and put them in special location.

Aides may not be used outside of the learning resource area or media center unless it has been directly cleared with Mr. East.

Media Center will close at 2:30 Wednesdays for media staff meetings.

9-11-75

YOU ARE NOW
EYEBALL-TO-EYEBALL
WITH THE
AZALEA MIDDLE SCHOOL
MEDIA SCENE

Books

Filmstrips

Tapes

Slides

Games

Kits

Records

Puzzles

Bumper Pool

Films

64

THE MEDIA CENTER SCENE

A handbook designed for students at Azalea Middle School

INTRODUCTION

This handbook was designed to help you more fully understand and utilize your media center and educational resource area in such a way that will enable you to develop your potentiality to the best of your ability.

The media center is a place where students, teachers, aides, books and all other media meet to provide personalized education to meet your needs because you are a special person.

Our media center staff is comprised of people who are specially trained to help you in your varied tasks that involve media resources. Please feel free to ask their assistance at any time. Following are the members of the media team:

Mrs. Carlene Aborn	Media Specialist
Mrs. Alice Benson	Educational Resource Aide
Mrs. Rebecca Jacobs	Para-Professional
Mrs. Betsy Miner	Educational Resource Aide
Mrs. Donna Pollauf	Para-Professional
Mrs. Alliene Romaine	Audiovisual Aide
Mrs. Edna Rothermel	Media Center Clerk
Mrs. Hilda Thomey	Educational Resource Aide

As a student of Azalea Middle School you are most fortunate in that our media center has great variety in its resources and programs, and we sincerely hope that you will take full advantage of these privileges.

HOW TO FIND A BOOK

Our card catalog contains an alphabetical listing of all our material holdings; including books, filmstrips, cassettes, etc. The books in this library are arranged on the shelves in numerical order according to the Dewey Decimal System. This scheme divides all knowledge into ten main classes and gives to each class a number. The first three numbers are the basic Dewey Decimal number or class number of the book. Example: 973 is the number for United States history

900 = History
970 = North America
973 = United States

The important point is this: nonfiction books are arranged in numerical order on the shelves by classification number with the lower numbers (000-999's) beginning on the left and the higher numbers appearing along the shelves to the right. This call number appears on the left hand corner of all catalog cards and on the spine of the book.

CARD CATALOG

DICTIONARY	WHY DICTIONARY? BECAUSE IT'S ARRANGED ALPHABETICALLY, JUST AS THE WORDS IN THE DICTIONARY (OR PHONE BOOK).
CARD	WHY CARD? BECAUSE THE INFORMATION IS ON CARDS TO ALLOW FOR NEW ENTRIES, INTER-FILING, AND REMOVAL.
CATALOG	WHY CATALOG? BECAUSE IT CATALOGS OR LISTS ALL THE BOOKS IN THE MEDIA CENTER WITH THEIR CALL NUMBERS.
TRAYS	THE TRAYS OF THE DICTIONARY CARD CATALOG ARE LABELED TO SHOW WHAT CARDS YOU WILL FIND IN EACH. READ THE TRAYS FROM THE TOP DOWN.
GUIDE CARDS	BESIDES THE TRAYS YOU WILL FIND ANOTHER DEVICE (HELP) TO MAKE IT EASIER TO LOCATE A CARD (BOOK); THIS IS THE ADDITION OF GUIDE CARDS WITHIN EACH TRAY. THESE CARDS HAVE PROJECTING TABS.
FILING	REMEMBER ABBREVIATIONS ARE FILED AS THOUGH SPELLED OUT: ST. JOSEPH AS THOUGH SAINT JOSEPH. MR. AS MISTER, ETC. IGNORE WORDS SUCH AS THE, A, AND AN WHEN LOOKING FOR A TITLE.
CHRONOLOGICAL VS ALPHABETICAL	THERE IS ONE IMPORTANT EXCEPTION (AND LOTS OF LITTLE ONES) FROM THE ALPHABETICAL ARRANGEMENT WHICH IS CALLED THE CHRONOLOGICAL ORDER USED FOR SUBTOPICS OF HISTORICAL SUBJECTS. EXAMPLE: U.S. HISTORY - COLONIAL U.S. HISTORY - REVOLUTION U.S. HISTORY - CIVIL WAR

CATALOG CARDS

THE CARDS WITHIN THE DICTIONARY CARD CATALOG ARE ACTUALLY OF SEVERAL KINDS INTERFILED. ONE BOOK WILL USUALLY BE REPRESENTED IN THE CATALOG WITH AT LEAST THREE CARDS SO YOU CAN FIND IT BY KNOWING EITHER THE AUTHOR, THE TITLE, OR THE SUBJECT. THE IMPORTANT THING TO REMEMBER IS TO LOOK UNDER A SUBJECT RELATED TO YOURS - OR TRY A DIFFERENT WORD - IF YOU DONT KNOW WHAT YOU ARE LOOKING FOR.

EXAMPLE: NO CARDS UNDER ALGEBRA SO TRY MATHEMATICS.

MATERIALS

Resources found in the media center include the following:

CIRCULATING BOOKS -	These may be charged out for a two-week period with one renewal, providing someone else has not requested that particular book. No more than 5 books may be in your possession at one time.
RECORDINGS	Charged out for a two-week period. No renewals. No more than 2 albums or 3 singles may be charged out.
VERTICAL FILE	Charged out for a two-week period. No renewals. Limit of 5 items; may include more than one area.
MAGAZINES	Current issues are not charged out. Older issues may be charged out for a period of 3 nights. No renewals.
PUZZLES	Charged out for a two-week period. No renewals. Limit of 2.
PICTURE FILE	Charged out for a two-week period. Some pictures may be kept if permission is received from media specialist.

In addition to these circulating materials, we also have the following for your use in the center:

REFERENCE BOOKS	These include ATLASES, ENCYCLOPEDIAS, DICTIONARIES and general information.
CASSETTE TAPES	Instructional and Enrichment.
GAMES	Instructional and Enrichment.
PUZZLE TABLE	This provides an opportunity for all puzzle fans to contribute to the completion of a particular puzzle that remains on the table until it is finished.
BUMPER POOL TABLE	This is to be used only with permission of a teacher, generally in recognition of your achievement.
POOL TABLE	To be used in same manner as bumper pool table.
FILMSTRIPS	Instructional - Enrichment.
RECORDINGS	Instructional - Enrichment.
MULTI MEDIA KITS	Instructional - Enrichment.
NEWSPAPERS	St. Petersburg Times, National Observer, Sporting News, Christian Science Monitor.

The following equipment is available for your use after you have demonstrated to a staff member your ability to operate the machine you wish to use:

OPAQUE PROJECTOR	Useful for charts and posters. Must be used in darkened room.
EKTAGRAPHIC CAMERA	To produce 2x2 slides from books, magazines, etc. Must be used with supervision. Film and magicubes to be provided by you. Useful for slide presentation.
OVERHEAD PROJECTOR	Used with transparencies that may be commercial, teacher, or student produced. Materials are availabl for you to produce your own transparencies.
SUPER 8 CAMERA & PROJECTOR	For you who are interested in producing movies, including animated cartoons. Special training and supervision is necessary when using this equipment.
KODAK CAROUSAL PROJECTOR	Used for slide presentation. For those who opt to do slide-sound projects; this may be used with the Wollensak Synchronizing Cassette Recorder.
FILMSTRIP PREVIEWER	For individual or small group viewing of filmstrips.
PHONOGRAPH	Used with both instruction and enrichment disc recordings.
CASSETTE TAPE RECORDERS	Used in a variety of situations; for recording and playback. If you are making tapes for your own use, you must provide your own cassette.
SLIDE SORTER	Used to view and evaluate slides to be selected for presentation.
VIDEO TAPE SYSTEM	You are eligible to use this equipment after completing instruction as to its function and operation.
DRY MOUNT PRESS	Enables you to mount photos or to laminate materials for protection and used only under direct supervision of a member of media staff.

POLICIES AND PROCEDURES

In a program that continually strives to meet your needs, it is important that certain policies and procedures be followed so that you can become aware of the importance of cooperation which will allow us to serve everyone equally well.

1. Upon entering the media center for any purpose, drop your pass in the box on the small table near the entrance. Sign your name LEGIBLY and the time entered on the yellow tablet. When leaving, simply pick up your pass, enter time of departure opposite arrival time and return to class. Please do not cross your name off tablet. All passes will be checked by member of staff so that type of assignment and time allotment will be known.

2. All audiovisual materials and equipment used in the center must be checked out through the AV desk. It is necessary that we tabulate use of materials and equipment, so your cooperation is needed to make this possible.

3. In our media center consideration for others is the general rule for behavior requirements. Although we realize that many of the activities in which you are involved require some interaction, we ask that you do your utmost to retain a learning climate at all times. If you cannot function within these guide lines, we will feel justified in asking you to return to class until such time that you become aware of the importance of each individual's cooperation.

4. CHARGING OUT BOOKS AND AV MATERIALS - Select the books or materials you wish to charge out. Write or print your name and language arts room number and grade level LEGIBLY on the book card. Bring your books to the charge-out counter where the card and book pocket will be stamped. If the area around the desk is crowded, please form a line so that we can serve you more quickly.

5. RETURNING BOOKS AND MATERIALS - Although most materials are charged out for a two-week period, this does not mean that you must keep them out for 2 weeks. They may be returned at any time prior to the due date. Materials are to be returned to the long table at the right of the charge-out counter. Books placed in areas other than the designated table may not be charged in correctly, thus allowing for the possibility of errors charged against you.

OVERDUE MATERIALS

Once you have signed out any media materials you have assumed the responsibility for their care and return at the proper time. There is no reason for materials to be overdue and we hope that you will return all your materials promptly. For those of you who do have overdue materials the following fines are:

CIRCULATING BOOKS, RECORDINGS, PUZZLES, GAMES, VERTICAL FILE MATERIAL - 3¢ a day, not including holidays and weekends or excused illnesses.

MAGAZINES - 1¢ a day, not including holidays, weekends or excused illnesses.

OVERNIGHT REFERENCE BOOKS - These may be charged out only with Mrs. Aborn's permission. They may be charged out at the end of the school day and returned before school the next morning. The overdue fines on these books is 10¢ a day.

AV MATERIALS AND EQUIPMENT USED IN MEDIA CENTER - These are to be checked out from and returned to the AV desk. Do not leave any equipment unattended. Take a few minutes before the end of the period to return all materials borrowed to their proper place, so that others can find them.

BOOKS ON RESERVE - Books are put on reserve to insure that all students have equal access when emphasis is being placed on a specific unit. These books are to be used in the media center and are reserved in a particular teacher's name. They, like reference books, may be charged out overnight only. A fine of 10¢ will be charged for overdue reserved books.

AN IMPORTANT REMINDER

You are responsible for your media center obligations. You are expected to pay for lost and damaged books and fines. Your privileges of charging out materials will be stopped as long as you have an outstanding obligation. Overdue lists will go out to your language arts teacher approximately every two weeks. Please look to see if your name appears on this list. If you have any questions, contact a media center staff member. When paying fines, be sure that you sign your name and amount paid in the fine book. This is an absolute necessity.

It is our hope that this booklet will help you to really tune in to the media scene. We are here to help you. That is our job. You can help us to help you by asking our assistance with your problems whatever they are.

"HUMANIZING WITH PUPPETRY"

Presented at F.A.M.E. - October, 1974
by Dorothy G. Fitzpatrick and Students of North Ward Elementary, Clearwater, Pinellas County.

How To's of Storytelling Through Transparencies.

1. Introduction (Director)

   a. Acquaint students with the possibilities of using the overhead projector creatively.
   b. Discuss live theatre staging and sets.
   c. Compare sets using overhead with those of live stage.

2. Technical Instruction

   a. Students practice writing simple action sentences that will lend themselves to enactment on overhead.
   b. Given sheets of acetate and a set of multi-colored Staedtler grease pencils students illustrate their sentences.

      Examples: The dog chased the cat.
      (1) Students drew two figures (dog and cat) on acetate and cut them out - leaving long stems for manipulation.
      (2) Students created the scene where chase occurred on a full sheet of acetate.
         (a) Some students did a yard scene.
         (b) Others ranged from living room to a supermarket!

   c. Students practice moving figures across scene.
   d. Students add sound - by imitating animals.
   e. Students are then taught how to write a script using two columns 2/3 space for audio, 1/3 for visual.
   f. Students record their sentence illustration.

3. Brainstorming

   a. Students discuss favorite folktales, myths, short stories, narrative poems as possibilities for overhead productions.
   b. Each student selects a field most interesting to him.
   c. Students read several selections in their chosen category, select one and submit it to their director.
   d. Students and director meet and set up a tentative schedule for final performance, practice sessions and due dates of procedural steps.

4. Procedure

   a. Students write or copy scripts on sheets of paper divided into two columns (2/3 sheet audio - 1/3 sheet visual)

4. Procedure

   a. Students plan visuals

      (1) figure
      (2) scenes

   b. Students discuss "a" with director

   c. Students practice audio-visual puppetry.

   d. Students make final tape for presentation.

   e. Students present!

WAYS TO USE SKINNI - BOOKS

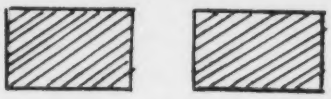
(Recycle those Old Books)

1. Give them to children in your class who don't have books.
2. Each child in your class can have his own dictionary by making skinni-dictionaries.
3. Teach science, social studies, math and language arts by using skinni-books.
4. Use the old book covers as:
   a. slates
   b. clip boards
   c. to make new books
   d. a mini-bulletin board
5. Cut, dry mount and laminate illustrations for display or use as language.
6. Make maps, graphs and charts as teaching aids. Each child could have his own materials rather than sharing one large teaching aid.
7. Use mounted illustrations, maps, graphs and charts on the opaque projector.
8. Reproduce print and illustrations in making transparencies.
9. Skinni-book bibliographies can be collected by teachers for reference use.
10. Assemble skinni-poetry books.

Courtesy of School Library Media Services, Department of Education, Tallahassee, Florida

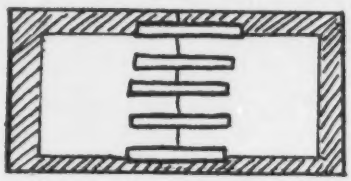
MAKING NEW BOOKS FROM OLD

1. Remove back from discarded books with exacto knife or razor blade.



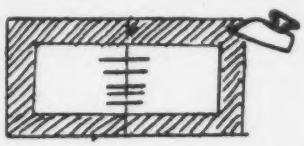
2. Tape across spines with masking tape on both sides of book backs. Tape should be at least 1" across. Five strips are needed.

3. Cut, fold and sew appropriate size paper.

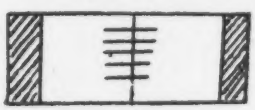


4. Cut selected fabric covering large enough to cover backs and overlap inside of book covers. Fabrics should be approximately 2" larger than book backs.

5. Place dry mount tissue between fabric and book backs. Set iron at medium temperature and press hard against fabric side. If using dry mount press, set press at 270°.

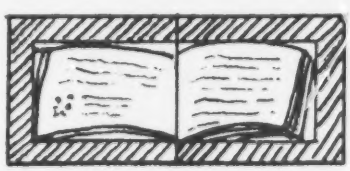


6. Turn and fold corners and press to inside of book cover. Use additional dry mount tissue if necessary. Trim and cut out any excess tissue.



7. Cover inside book surface with dry mount tissue the exact size of the book pages. Tack tissue several times to hold in place.

8. Place book pages inside book cover. Press front and back pages of book into book back. Close book and press outside spine of book. It will cause book to close better. Your "New Book From Old" is now ready for use.



SECTION FIVE: MANAGEMENT

INTRODUCTION

In order for the media specialist to perform the functions outlined in the previous sections of this packet, two key elements must be present - time and energy. The media specialist who is too busy with the routines of the media center or who has been tied into a rigid schedule will find little time to facilitate the reading process. Similarly, if the media specialists' jobs have become routine to the point of boredom, they will often have little energy or creativity in designing new media center activities.

Careful management, however, can be used to create more time for media specialists to involve themselves in designing new and exciting programs. Thus, the objective of discussing media center management in reading workshops is:

> To assist the media specialist in examining existing management techniques and to provide an opportunity to explore alternative procedures which will facilitate the media specialist's role in the reading process.

TOPICS AND STRATEGIES

Scheduling

One of the most effective ways in which the media specialist can create more time for the specialist's role in the reading process is to use open scheduling. An open or flexible schedule means that the media center is open for use by any student at any time during the school day. It means media center resources are available to students whenever the need for them arises.

When a media center has an open schedule, a constant flow of students in and out of the media center can be expected. While group instruction or activities are being held, other students can be working independently in the center. One question that this obviously raises is: How can the media center be used for group activities and at the same time meet the needs of individual students? The answer to this question is that the media specialist must devise good management techniques. For example, by working closely with teachers, the media specialist can develop ways in which some media instruction can be given in the classroom rather than in the media center. When the media specialist performs media skills in the media center, the specialist can try to do it with small groups rather than with whole classes at a time. In addition, the media specialist should work with teachers to

develop techniques by which the needs of individual students can be identified by the media center staff as soon as the student enters the center. The careful use of the staff in assisting individual students is another technique by which open scheduling can be made effective.

Unfortunately, many administrators and teachers are much more comfortable with a regular routine. The media specialist may have relatively little freedom to develop an open schedule. When this is the case, the media specialist should devise ways of accommodating individual use of the media center while regularly scheduled group activities or instruction is taking place.

Strategy: Split into groups to discuss open scheduling and how more rigid scheduling can be modified to allow individual use of the media center while group activities are going on.

Defining Tasks

Media specialists can also create more time for their role in the reading process by examining their task and the task of their staff to see where time and energy can be saved. For example, in the ordering process, the media specialist may select materials, and then write out the citations for the clerk to type the order forms. If instead of writing out the citations, the media specialist simply marks them in the selection tool and gives the selection tool to the clerk, considerable time might be saved. Even if the saving in time is small, it will add up in the long run.

In addition to acquisitions, task analyses can be performed on circulation, technical processes, or any other continued procedure in the media center. Here are some things you can look for:

- Are the tools needed for the job at or near the place where the job is performed?
- Are there steps which duplicate each other in the way in which the task is currently being performed?
- Are there ways in which procedures in one process (e.g. acquisitions) can facilitate the procedures in a later process (e.g. cataloging)?
- Is the media specialist doing the work which a paraprofessional or clerical worker could perform?
- Do features of the physical environment impede the accomplishment of the task?

- Are there ways in which available machinery can perform the task faster or more accurately?

Strategy 1: Role play a media specialist, paraprofessional, or clerical worker performing a routine task. (You may need to explain what you are doing as you go along.) The performance should be in two parts. The first time, arrange the work so that tools are not at hand, furniture impedes movement, and several forms have to be filled out. The second time, rearrange the "stage" so that several forms can be filled out at the same time using carbon paper. Ask the participants to time each performance. Discuss the results.

Strategy 2: In small groups, ask participants to discuss ways in which time has been saved on routines in their media centers. Ask them to identify other procedures in their media centers that they think can be modified to save time.

Job Assignment and Description

In the previous topic, brief mention was made of using personnel in jobs which they are qualified for and not using them for jobs for which they are overqualified. It does not make sense to use a media specialist's time for clerical duties, for example. The time the media specialist uses on these duties can be better spent on professional activities. Such problems can be avoided if jobs are carefully described. The duties of the media specialist, the paraprofessional, and the clerical staff should be clearly spelled out. Job assignment can then be made according to qualifications and individual ability.

Strategy: In small groups, discuss the duties of the media specialist, paraprofessionals, and clerical staff. Ask each group to make a simple job description for each of these positions and to report their results to the group at large.

Staff Relationships

In order for the media center to run smoothly and efficiently, it is imperative that good staff relations be maintained. Staff relationships of the media center can be seen as both external and internal. On the external level, the media specialist needs to keep communications open with the administration. In order to make good decisions, the principal needs to know about problems, activities, and resources in the media center. In a sense, the media specialist has a responsibility to educate the administration about the media center. Few principals have

been media specialists, and they may not realize the consequenses of administrative decisions for the media center. The insistence on routine scheduling, mentioned in Topic I of this section, is a perfect example of this phenomenon.

As a subordinate to the principal, the media specialist has only a limited ability to keep communication channels open. If the principal does not allow the media specialist's communications to reach him, there is little the media specialist can do. Within the media center, however, it is the media specialist's responsibility to keep communication channels open. The relatively small staff of the media center may not call for frequent staff meetings, but such meetings are useful in several ways. The break in routine may allow the media center staff to focus more clearly on their problems. If a problem arises while the staff is working, the staff members involved may not have sufficient objectivity to deal with the problem effectively.

Another useful concept in developing staff relationships is participatory management. When this method is used, staff members are encouraged to design their own jobs within the guidelines established by the media specialist. Staff input on media center problems is also encouraged. Solutions to problems are cooperatively designed rather than being the sole responsibility of the media specialist. The idea behind this procedure is that staff members may have information about the problems which the media specialist does not have. When this procedure is used, of course, the media specialist must share information, including information about the boundaries, constraints, and guidelines for the solution.

The participatory style of management involves the staff in the decision-making process. Often less resistance to change will occur, if the staff sees the solution to the problem as "our decision" rather than as "the media specialist's decision."

Strategy 1: Discuss methods of opening communications with the administration. In small groups, ask the participants to discuss their own particular problems and solutions that have been used to meet them.

Strategy 2: Discuss when and how the participatory style of management can be used in media centers. Ask the participants to discuss ways in which they have used or could have used this technique in their media centers.

Section Five: RESOURCES

Bibliographies:

The American Association of School Libraries and the Association for Educational Communications and Technology. Media Programs: District and School. American Library Association, Chicago, 1975.

Brown, James W.; Norberg, Kenneth; and Srygley, Sara K., Administering Educational Media: Instructional Technology and Library Services. McGraw-Hill Book Company, New York, 1972.

Case, Robert N. "Who Should Do What in the Media Center", Wilson Library Bulletin. May, 1971, Vol. 45, pp. 852-855.

Doughtery, Richard M. and Heinritz, Fred J. Scientific Management of Library Operations. Scarecrow Press, Metuchen, N. J., 1966.

Erickson, Carlton W. H. Administering Instructional Media Programs. The Macmillan Company, New York, 1968.

Glogau, Lillian; Krause, Edmund; and Wexler, Miriam, Developing a Successful Elementary School Media Center. Parker Publishing Company, Inc., West Nyach, N. Y., 1972.

Prostano, Emanual T. School Media Programs: Case Studies in Management. The Scarecrow Press, Metuchen, N. J., 1974.

SECTION SIX: COMMUNITY RELATIONS

INTRODUCTION

Because media specialists are taking a more active role in developing school curricula and policy, and because they are now more actively involved with students than ever before, it is important for them to make the community aware of the role of the media center in the school's reading program. The media specialist can provide parents with information that will help their children develop good reading habits at home; they can tell the community about the resources and equipment that the center can provide for use in school related activities; and they can build support for the media center and the reading program through the creative use of the mass media.

The objective of discussing community relations in a reading workshop for media specialists is to assist media specialists in fostering a community awareness of the media center's role in developing life-long competencies in reading for information and recreation.

TOPICS AND STRATEGIES

Working with Parents

Media specialists usually do not have as much direct contact with parents as classroom teachers but this does not mean that they can not be influential in helping parents to develop a learning environment in the home. Here are some ways that this can be done:

1. When the media center has an open-house, develop a display on ways parents can encourage their children to read. Such a display might include:

   - a videotape on reading aloud to children
   - an example of a good home library
   - annotated lists of regular TV shows which are especially good for children
   - annotated lists of good summer reading for different reading levels
   - a slide show showing the elements of a good home reading environment.

Strategy 1: Break into small groups. Ask each group to plan activities for an open-house.

2. Develop lists of good books for reading which are available in the media center. Send these lists home with children on a regular basis.

3. Ask TV station managers and movie theater owners in the local area to notify you of TV specials or movies that are particularly good for children. Send notices about these events home with the children.

4. Make information on local community resources (e.g., museums, zoos, and special programs) available to parents through the media center.

5. Provide parents with information on selecting books for their children in a meeting of the Parent-Teacher Organization.

6. Encourage parents to visit the media center and to talk to the media specialists during regular school hours.

7. Hold book fairs.

Strategy 2: Break into buzz groups. Ask each group to brainstorm ways in which the media specialist can help parents develop good reading environments in the home. Have each buzz group report its results to the large group. Refer to resource section.

Working with Community Groups

Any community contains many groups which might be interested in the media program. Such groups include men's service clubs (Kiwanis, Lions), women's clubs, church auxiliaries, and special interest groups (e.g., garden clubs). The organizations are always on the lookout for speakers for meetings or luncheons, and they provide a ready-made audience for information on the media center.

In planning programs for these organizations, the media specialist should keep a few things in mind.

1. Find out the special interests of the organization. The Lions, for example, might be especially interested in large print materials for the visually handicapped.

2. Demonstrations, displays, and media presentations are usually more interesting than straight lectures.

3. The presentation should not exceed its time limit.

4. Other suggestions are found in the Planning Section of this packet.

Strategy 1: Demonstrate a presentation for a community organization, stopping at appropriate places to discuss the techniques used.

Strategy 2: Discuss the types of community organizations which might be interested in programs on the media center.

Developing a Community Resource File

A community resource file is a collection of information about people and materials in the community which have special skills or qualities that can be used in programs. A community resource file is developed by putting each resource on an index card (or cards) and then filing the cards under appropriate broad subjects.

The file is useful to the media specialist and may be useful to parents and community organizations. The existence of the file can be publicized through announcements in local mass media outlets, notes sent home to parents with children, and in programs for community organizations.

Strategy: Discuss the development of a community resource file. Talk about information sources, format, and publicity. If possible, have an example of such a file at the workshop.

Working with Other Community Media Centers

The school media program can be greatly enhanced if it is coordinated with other community media centers. Such community media centers may include public, academic, and special libraries. Coordination can consist of such activities as:

1. joint programs
2. cooperative acquisition of expensive materials
3. local inter-library loan
4. referral services
5. help with reference questions
6. providing community media personnel with information about curriculum demands.

Strategy 1: Discuss ways in which the media center can cooperate with other media centers in the community. Ask the participants to talk about what types of cooperation they have with public, academic, and special libraries.

Strategy 2: Ask a public librarian to speak to the workshop about the ways in which the public library can help the media specialist and types of things that public libraries would like to see media centers do.

The Media Specialist and the Mass Media

The media specialist can and should work through the mass media to make the community aware of the media program. Mass media include radio, television, and newspapers. Media specialists can be effective guests on radio and television talk shows. Thay can also produce public service announcements about their programs for use during public service time on radio and TV. Television stations are required by the FCC to devote one hour of prime time to local programming. This time has been used largely for reruns of old programs and syndicated game shows. Media specialists may be able to convince local TV stations to give them some of this time to show student-produced videotapes of animated films.

Media specialists can also write weekly columns and special articles for newspapers. Such columns can be used to list recent acquisitions, to explain media activities, and to publicize special programs.

Strategy 1: Have a panel of radio, TV, and newspaper personnel explain the policies and procedures for getting time or space for information on the media program on their respective mass media.

Strategy 2: Have examples of public service announcement tapes that have been used on radio or TV. Also, have examples of newspaper articles on media center activities.

Strategy 3: Have tapes of radio and television talk shows which have a media specialist for a guest.

Section Six: RESOURCES

Bibliographies

Most of the general sources on Media Center Administration listed in the bibliography for Section Five have information on Community Relations. In addition see:

Sherman, Steve, ABC's of Library Promotion. The Scarecrow Press, Inc., Metuchen, N. J., 1971.

Smith, Mildred Beatty, Home and School -- Focus on Reading. Chapter 6, Scott Foresman and Company, New York, 1971.

ESTABLISHING A LEARNING ENVIRONMENT
TO ENCOURAGE READING IN THE HOME

1. Reading aloud to children
   (especially the fathers)
   - look at adult magazines with them, i.e., National Geographic
   - older children read to younger
   - inservice for parents in reading aloud

2. Getting books into the home
   - school, local libraries
     and (use a "Please Read-to-Me" tag for preschoolers,
     a "May I read to you?" bookmark for older children

3. Building a home library for the child
   - encourage children to buy their own books
   - encourage books as gifts
   - secure dictionaries and reference books

4. Advising parents about TV
   - studies of TV and school progress
   - use prepared lists
   - influence taste by watching good programs with child

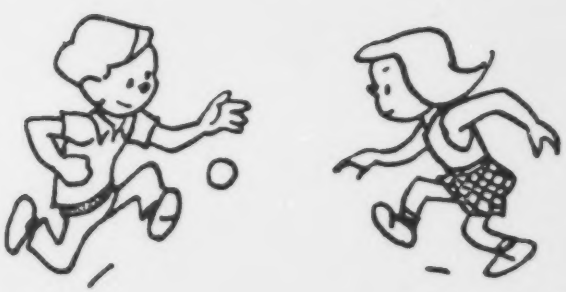
5. Provide a quiet time for study

6. Encourage summer learning

Courtesy of School Library Media Services, Department of Education, Tallahassee, Florida

DEVELOPMENTAL ACTIVITIES

A RESOURCE FOR PARENTS



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

INTRODUCTION

The activities within are meant to be a resource for those parents who have children entering Kindergarten. These activities are also effective for children who may be having difficulties in the primary grades. This booklet has been compiled at the request of parents who have asked for appropriate follow-up activities which might be undertaken in the home with their children.

The purpose of these "game-like" activities is to aid children in exploring areas of preparedness for more intricate learning concepts presented at school. It is hoped that discretion will be used in the presentation of these tasks to children so as not to create undue frustration for them. Many of the tasks are of levels that may be enjoyable for pre-schoolers in the family.

May 1975 Barbara A. Meister

WORD MEANING: LANGUAGE

The teaching of labeling is an important function in learning. Many children begin Kindergarten with limited vocabulary skills. Even though the child lives in a world full of objects, sounds, and words, he may not have reached a level of thought where he can name objects within his environment; that is to say, he may have difficulty labeling.

Adults may emphasize labeling by using the following steps:

A. Real Objects:
As a starting point, use objects within the child's environment, such as any of these suggested groupings:

book	scissors	knife	pot holder	screw driver
pencil	magnet	fork	wash cloth	hammer
crayon	ruler	spoon	dish cloth	nails
paint brush	thumb tack	scraper	towel	wrench

B. Pictures:

1. Match real objects with illustrations of the same items (photographs, magazine pictures, etc.)
2. Remove one picture; what is missing?
3. Change the order of the pictures; child tells what changed places.
4. Present four familiar pictures and an unfamiliar one; child uses deductive reasoning to make proper response.

C. Descriptive Clues:
Use verbal clues to describe objects, i.e.

1. I am thinking...of something that cuts. What is it?
2. I spy...something on which we use pencils. Name it.
3. Go and touch...something round and red. What is it?
4. It rhymes...with cat; you wear it; what is it?

Have familiar objects hidden inside of paper or cloth bags. Label each after feeling them.

Place familiar items inside plastic tubs. (safety pirs, beans, sand, dry cereal, toothpicks, cotton balls). Identify item by sound it makes when shaken.

Write three part directions on cards. Child selects one and asks to have its message read. (Walk to the chair; turn the cushion over; sit down in the chair. Crawl to the cupboard; open the cupboard door; take out one pan. Lie on your back; clap three times; then stand up.)

Familiarize the child with the following vocabulary:

in - out
inside - outside
over - under
on (top of) - underneath
on - off
between
next to - by - at the side of
front - back - side
left - right
stop - go
loud - quiet
big - little
hot - cold
up - down
slow - fast
first - last
middle

draw a line under
draw a cross or an X
draw a circle around

AUDITORY PERCEPTION: LISTENING

Most of us like to talk more than we like to listen: Children need help in developing an enjoyment for as well as skills in listening. Never before have the demands on a child's listening abilities been so great. The child's responses to these auditory signals influence what he does and what he is.

Speaking and listening can not be isolated from thinking. These skills go hand in hand. Without a sound foundation in these skills, future learning will be impaired.

Listening skills will be strengthened by having the child:
- listen to and follow directions
- listen to his own recorded voice
- identify sounds and their sources
- listen to stories and poems
- identify rhyming words and beginning sounds
-listen to others in the group during conversation so that he responds to ideas presented by them

Suggested Activities

A. Echo - The adult sings a phrase which asks a question. The child answers musically, using the same phrase in his reply.

B. High and Low - The child stoops or stands (whichever is appropriate) as the adult plays, on the piano or other instrument, ascending or descending "runs" or high notes or low notes.

C. Rhythm - Child uses drum to beat out rhythm to Mother Goose rhymes. Child may clap out the rhythm of a march record. Child may act out the rhythm presented on the drum by an adult (slow walk, fast walk, run, one step, five step).

D. Counting Game - The child listens for the number of taps as the adult strikes rhythm sticks, a tom-tom, or the piano; taps the floor; or claps hands.

E. Description Game - The child sits in the center of the floor. The adult describes something in the room. The child must then guess what was described.

F. Imitating Sounds - The child imitates the sounds of animals, birds, machines, clocks, trains, and so on. Be sure he makes variations in the sounds of baby and adult animals, large and small machines, and other appropriate differences.

G. Follow the Sound - The child sits on the floor with his eyes closed. The adult moves around the room and the child follows the path of the adult by pointing.

H. Hear and Hunt - The child is blindfolded. The adult has a small bell. The child tries to find and touch the adult who continually tinkles the bell.

I. What is It? - Child closes his eyes. Adult makes familiar sounds and asks the child to identify each. For example: Crushing of paper, knocking on door, tapping a glass, tapping table with a pencil, writing on paper, clapping hands, whistling.

J. What Do You Hear? - Adult may say: "Let's sit as quietly as we can. Now what different sounds do you hear?" Another time she may say, "I hear a sound in the kitchen. What is it?" Make the child aware of differences in tempo, pitch, strength, or quality of sounds (fast or slow steps, airplanes, cars, bells, etc.)

K. Near or Far - Child encouraged to discriminate between sounds that are near and those that are far away.

L. Bring Me - Adult tells the child that he must listen carefully. "Sometimes I will say your name and then say, 'bring me the ash tray' (or a book or something else in the room.) Then you must follow directions and bring it to me. But if I say, 'bring me the window' or 'bring me the wall' then you must stay quietly in your chair (without moving) and answer: 'that does not make sense.' Do you understand?" The adult then calls the name of one child and says, "Bring me the pencil, (bell, ceiling, doorway, etc.)".

M. Listen Carefully - The child has a blank sheet of paper and crayons. Then say, "Listen carefully and do exactly what I say." Then give three or four simple directions such as:

1. Draw a red line across the top of the page.
2. Draw a blue cat near the middle of your page.
3. Take the black (or yellow) crayon. Draw the first letter of your name (or a round ball, etc.) near the bottom of your page.

Adult should repeat the directions carefully and have each child check his own page soon after the first drawing.

N. Opposites - Say a word and ask the child to say the word that means just the opposite of the word you say. Use simple words as: "up-down", "big-little", "stop-go", "work-play", "hot-cold", "young-old", "sweet-sour". This is a listening and thinking game.

O. I am thinking of a word - Adult says, "I am thinking of a word that tells something you sit on (chair) or I am thinking of the word that tells how you feel when you have been running and playing a long time. (tired).

EYE-HAND COORDINATION & DISCRIMINATION

A. Matching Game - Child is seated on the floor. Have ready pairs of matching pictures such as houses, cars, trucks, boys, girls, etc. The adult lays these pictures on the floor in an unsorted group. The child must pick up a pair of matching pictures.

B. Variations of Matching Game:

Pair pictures in the same category instead of matching identically; examples:
house...apartment, policeman...fireman, cat...dog.

Pair pictures of different kinds of fruits, vegetables, or objects such as radishes - - beets; apples - - oranges; cars - - trucks.

Increase the number to three things in the same category.

Group pictures by color having the child find all the things that are purple, green, etc.

Group pictures by shapes; find all the things that are circular, square, etc.

Have child classify according to size; "Put larger shapes here and small shapes there.

C. Pairs - Have ready pairs of objects identical except for one aspect. Examples: two pill containers, one containing seeds and one containing safety pins; two white balls, one smaller than the other, two plastic cars, one red and one yellow; two gelatin cartons, one smaller than the other; two pie pans, one larger than the other. Give the child one object. Have him pick out the one that goes with it. Ask him to tell why it is the same and how it is different.

D. Number sorter - Have prepared an egg carton with the correct number of buttons in each of the upper cavities. Give the child a handful of buttons and have him fill the lower cavities to match.

E. Clothing sorter - Cut pictures of clothes from catalogs. Choose an appropriate size so the items are relatively in proportion. Have the child sort the clothing according to classes:
Headgear - caps, hats, ear muffs, scarves
Garments for upper body - shirt, blouse, jacket, vest necktie
Garments for lower body - skirt, trousers, shorts tights, slacks
Footwear - shoes, boots, rubbers, socks, sneakers, slippers
Include items with differences: jackets with and without hoods, shoes with laces and slipons, high and low boots. Have child discuss the differences.

F. Gummed Seals for Matching and Sorting - Gummed seals may be purchased in numerous designs. Mount them on small cardboard squares. Mix them up. These may be used for an almost unlimited number of classification games:

fruits	farm animals	birds	butterflies
flowers	zoo animals	fish	wild life

G. Products - Begin with a simple product such as an apple. Discuss how it grows on a tree. Taste it. Have pictures of products derived from apples: applesauce, apple juice, pie. Later add other products and things derived from them. (Meats, soups, vegetables) As more pictures are added they may be classified in many ways.

H. Which came first? - Have prepared pictures showing a baby, a young child, an older child, a young man, an adult, and an older man. Ask the child to arrange them in a row so they tell a story.

I. Tell a story - Cut the pictures from a child's familiar story: The Three Bears, The Gingerbread Man, The Three Pigs. Ask the child to arrange the pictures in the proper order and tell the story. The same kind of an activity may be done with nursery rhymes such as Little Boy Blue, This Little Pig.

J. Can you make a necklace like mine? Prepare a sample bead or button pattern on a string. Place the pattern on the table before the child and ask him to make one just like it. Help the child choose the right bead whenever he needs help.

K. Necklaces from drinking straws - Cut drinking straws into one inch lengths. Cut contrasting colored paper into one inch squares. Use blunt plastic needles and crochet thread for stringing. Begin with only two colors: red and white striped straws and red and white inch squares. A sample pattern could be a segment of straw, a red square, a segment of straw, a white square; repeat.

L. Calendar recall - Cut the squares from an old calendar. Arrange two or three squares in a random order and allow the child to look at them briefly. Cover the squares and ask the child to arrange his squares in the same order. The child does not need to read the numerals in order to play this game.

M. Straw, toothpicks or popsicle stick patterns - Use one to make a pattern. The child follows suit. At first the child will be able to do only one pattern at a time, but later may be able to do several in sequence. Simple patterns:

Watch for reversals and rotations.

IDEAS FOR MOTIVATING CHILDREN TO READ

TABLE TOP ACRES ----- display different labeled varieties of plants on tables with books concerning plant care. Students of various classes made responsible for plant care. Must read information on care for that particular plant.

FACES IN THE NEWS THROUGH THE USE OF SLIDES ----- Using ektagraphic visual maker, slides made from current publications. Designed to entice children to read magazines and newspapers, but also provides resource material for social studies classes, creates interest in reading biography. Using slides, develop tapes, as well as "Guess Who" and Bingo-type games.

LISTENING GRANDPARENTS ----- Have senior citizens devote some time to listening to children read in the center.

PEER-PRODUCED BOOKS ----- Make books written by children a part of the circulating library collection.

LITERARY FAIRS ----- Each class holds election campaign to select their favorite books. Each student developes project (skit, poem, bulletin board display, storybook character model, etc.), to convince classmates that their book is best. Projects displayed throughout school. After classroom campaign, class votes on "best book." Then a school wide campaign begins to select a grade winner. May be expanded to a district wide fair, with entries from each school displayed. Children may become interested in reading books "sold to them by their peers."

BUDDY SYSTEM ----- Upper grade child and a primary child share books during visits to the media center.

TYPED NOTE IN BACK OF EACH BOOK ----- "If you enjoyed this book, you will probably enjoy (title of a similar or related book)."

LISTENING POST ----- Using tape recorder, have children comment on recent books they have read. Others may listen to their comments.

TAPED STORIES ----- Have children in upper grades tape picture books and stories appropriate for younger children, making these available with the printed copy.

ADD YOUR OWN IDEAS -----

Courtesy of School Library Media Services, Department of Education, Tallahassee, Florida.

"ACCESS AND DELIVERY SYSTEMS ARE THE MEANS BY WHICH STUDENTS AND TEACHERS OBTAIN MATERIALS, EQUIPMENT, AND OTHER RESOURCES AT THE TIME OF NEED OR DESIRE... THE BEST ACCESS AND DELIVERY SYSTEMS REQUIRE THE LEAST CONSCIOUS CONFORMITY BY THE USER."

MEDIA PROGRAM DISTRICT AND SCHOOL, P. 48